REPORT RESUMES

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COUNSELING, INSTRUCTIONAL PROGRAMS FOR INTELLECTUALLY GIFTED STUDENTS.

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AS ONE PART OF THE 3-YEAR PROGRAM OF PROJECT TALENT, A COUNSELING INSTRUCTIONAL PROGRAM WAS DEVELOPED IN THE SAN JUAN, CALIFORNIA, UNIFIED SCHOOL DISTRICT. THE INTELLECTUALLY GIFTED (THE TOP 2 PERCENT ON ACHIEVEMENT AND ABILITY TESTS) IN GRADES 7, 8, AND 9 WERE PLACED IN THIS EXPERIMENTAL PROGRAM. BOTH COGNITIVE AND AFFECTIVE OBJECTIVES WERE SET UP FOR THE SMALL GROUP COUNSELING SESSIONS, AND ENGLISH AND SOCIAL STUDIES CLASSES. SMALL GROUPS OF EIGHT TO 10 STUDENTS MET ONCE EVERY 2 WEEKS WITH A COUNSELOR. THE COUNSELORS AND THE TEACHERS OF THE ENGLISH AND SOCIAL STUDIES CLASSES PLANNED COORDINATED ACTIVITIES FOR THE SMALL GROUPS AND CLASSWORK WHICH WOULD LEAD TO INTELLECTUAL AND SOCIAL GROWTH. MANY OF THESE ACTIVITIES WERE DETAILED IN THE REPORT. INSERVICE TRAINING AND PROGRAM PLANNING CONTINUED THROUGHOUT THE YEAR. IT WAS DECIDED THAT EVALUATION OF THE PROGRAM COULD BEST BE DONE BY ATTEMPTING TO MEASURE THE AMOUNT OF STUDENT GROWTH IN LINE WITH PROGRAM OBJECTIVES. RATING SHEETS ON THE FEELINGS AND ATTITUDES OF ALL THOSE INVOLVED, DETAILED CASE STUDIES, AND STUDENT SELF-EVALUATION FORMS WERE USED. THE PROGRAM WAS PRESENTED AS AN EXAMPLE OF A MEANS OF INTERRELATING COUNSELING AND CLASSROOM ACTIVITIES WHICH COULD SERVE FOR STUDENTS OTHER THAN THE GIFTED. (NS)

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PROJECT TALENT
CALIFORNIA

counseling

Instructional Programs for Intellectually Gifted Students

CALIFORNIA STATE DEPARTMENT OF EDUCATION
MAX RAFFERTY - Superintendent of Public Instruction
Sacramento 1966

CG 000046

PROJECT TALENT
CALIFORNIA

counseling

Instructional Programs for Intellectually Gifted Students

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

Every child should have the opportunity to acquire a sound basic education, and the structure of the opportunity should be sufficiently flexible to permit the child to learn at the rate and to the full level his ability permits. Responsibility for the provision of this opportunity rests primarily with the public schools.

In addition to having this opportunity, every child should be helped to understand himself and to know his abilities and should be counseled regarding how he can utilize his abilities to best advantage. Responsibility for the provision of this help and counseling is a major responsibility of the schools, but one that must be shared by the home.

Ways in which the schools can meet these responsibilities, especially with gifted children, have been well defined by California Project Talent. And in addition Project Talent has demonstrated ways in which counseling-instructional programs of high caliber can be developed and operated with outstanding success.

This publication contains a report of Project Talent regarding its findings in conducting a counseling-instructional program for gifted children and recommendations regarding how similar programs may be developed and conducted by California school districts. Every school administrator and other professional educator should profit from studying the information and ideas presented.

Max Rafferty

Superintendent of Public Instruction

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PREFACE

California Project Talent, supported through the Cooperative Research Program of the Office of Education, U.S. Department of Health, Education, and Welfare, demonstrated four types of educational programs for gifted pupils, including enrichment, acceleration, special classes, and counseling-instructional programs. The counseling-instructional program was developed and demonstrated in the San Juan Unified School District, Carmichael, California. Seminar groups of students in grades seven, eight, and nine were organized and led by professional counselors. These groups (of six to eleven students) met weekly to discuss topics of intellectual concern stemming from classroom instruction in English or Social Science.

This publication represents the culmination of three years of counseling-instructional program development and refinement. It describes administrative procedures for establishing cooperative guidance and instructional programs, provides guidelines for planning learning experiences and inservice training for professional staff, and outlines methods and forms for the evaluation of changes in student characteristics.

The counseling-instructional program offers significant challenges to teachers and counselors. To successfully carry out the guidance aims of this program, teachers should learn to interpret the behavior of their students in terms of psychological principles as well as academic understanding. Conversely, counselors should share and relate their judgments concerning curriculum content and educational methodology with students and teachers. The results of this unique interchange of roles and ideas may include more positive control of student awareness and maturity, as well as meaningful modifications of subject matter content.

In practice, the program already demonstrated in the San Juan Unified School District should serve as a prototype from which other programs may be initiated. This publication may be viewed as a set of basic guidelines which school administrators may use for establishing counseling-instructional programs in their own districts. In addition, college instructors might use this publication as a basis for analyzing the structure of group counseling programs; guidance personnel might formulate inservice programs to demonstrate the setup and utilization of this program or its evaluative tools; or school districts might use this material as a starting point for the development of similar programs involving different subjects or motives. For example, special counseling programs seem uniquely designed for use with underachieving students.

Many administrators, counselors, and teachers (of the San Juan Unified School District) worked within this program and contributed to its success and improvement. Ferd J. Kiesel, Superintendent, and Leslie M. Chase, Assistant Superintendent, were among the first to realize the usefulness of this type of program in their district. Along with Mrs. Marion Faustman, Coordinator of Reading and Gifted Programs, they helped to promote and establish this program in the San Juan Unified District. The successful operation of any educational program depends upon a well-chosen and dedicated group of professionals. This program was successful largely because counselors such as Marilyn Casstevens, Richard Schramm, Mrs. Virginia Smith, Vernon Steyer, Evelyn Tillman, and Rotilee Lemmon were selected to lead and guide its development.

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Part I

INTRODUCTION

To promote differential programs for gifted students, the California State Department of Education established and coordinated six demonstration centers for talent development in six different school districts: Los Angeles Unified, Pasadena Unified, and Lompoc Unified in southern California; and San Juan Unified, Davis Joint Unified, and Ravenswood City Elementary in northern California. Supported through the Cooperative Research Program of the Office of Education of the U. S. Department of Health, Education, and Welfare and known collectively as "Project Talent," the six demonstration centers worked from 1963 to 1966 developing and refining curriculum materials, holding inservice training programs, presenting demonstrations, and encouraging the inauguration or extension of "program patterns for gifted children and youth."[1] Four types of programs were studied at the demonstration centers: enrichment, acceleration, special classes, and counseling-instruction. This report is an outgrowth of the counseling-instruction demonstration program conducted at the San Juan Unified School District in Sacramento County.

A study of 17 types of special programs for the gifted was conducted in 1961. It was reported from this study that all the experimental groups showed greater gains in achievement than did the control groups.[2] During this earlier study it was observed that school needs, facilities, and size entered into program selection and that school districts might need several or all of the programs to best educate their gifted students.

The four types of programs at the demonstration centers corresponded roughly to the three major categories of the earlier study: (1) special programs, (2) acceleration, and (3) enrichment. Validation of program design was therefore considered established at the outset. No comparisons among the demonstration programs were intended. The programs in the demonstration centers were evaluated by measuring attainment of differential program goals.

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[1] Joseph P. Rice and Paul D. Plowman, "A Demonstration Center with Differential Programming for Gifted Pupils in California in Grades One Through Nine: Enrichment, Acceleration, Counseling, and Special Classes," California Schools, XXXIV (May, 1963), 139.

[2] Educational Program for Gifted Pupils: A Report to the California Legislature Pursuant to Section 2 of Chapter 2385, Statutes of 1957. Sacramento: California State Department of Education. 1961, passim.

The counseling-instructional program was designed to incorporate opportunities for peer interaction with guided learning. The aim therefore was to bring more personal meaning to the learning experience and to provide for the diversity of interests of intellectually gifted students. Guidance and instruction were interrelated through small group counseling sessions where students of grades seven through nine were able to discuss compelling issues and challenging sessions. Counselors and teachers are able to confer for planning related classroom activities. The program is regarded as adaptable to a variety of school organization patterns and objectives and as an excellent procedure for individualizing instruction.

At the demonstration center, the activities of the counseling-instructional program were coordinated with the regular curriculum for grades seven through nine. The procedure for these activities follows: (1) counseling sessions with small groups every other week; (2) discussion meetings of teachers with counselors; (3) related classroom activities, planned during teacher-counselor meetings; and (4) monthly inservice training meetings of the program staff. These activities included representative materials for teaching and counseling the gifted, for conducting inservice training of the staff, and for evaluating the effect of the program.

Rationale for The Counseling-Instructional Program

In the remainder of this section some of the unique characteristics of intellectually gifted students, their need for challenge from the school, and the counseling-instructional program as one means of meeting that need are given.

Characteristics of the Intellectually Gifted

Providing the intellectually gifted with particularized learning experiences entails many considerations. Intellectual power is the only common ground for the gifted. They have been described as differing more from each other than normal persons grouped on any other basis.[3] However, group characteristics do exist. Many of the gifted pursue an area of special interest in such depth that the knowledge range and teacher talent required exceeds what the school can provide.[4] The intellectually gifted grasp ideas very rapidly; perceptive teachers find that the mere verbal expression of a principle is usually adequate for understanding and application.[5]

One survey of high school students identified earlier as gifted achievers in grade five has suggested some interesting group characteristics. Excelling on achievement tests and attaining superior grade-point averages, these students confirmed their potential for high achievement. They were described by teachers as typically completing assignments, working independently, perservering on problems, willing to seek more than one solution to problems, and showing regard and respect for others. These students were rated low on such behaviors as participating freely, volunteering to answer questions and express ideas, showing originality in thinking, and showing leadership ability.[6]

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[3] Maurice F. Freehill, Gifted Children. New York: The Macmillan Co., 1961, p. 396.

[4] James J. Gallagher, Teaching the Gifted Child. Rockleigh, N. J.: Allyn & Bacon, Inc., College Division, 1964, p.253.

[5] Virgil S. Ward, Educating the Gifted. Columbus, O.: Charles E. Merrill Books, Inc., College Division, 1961, p. 163.

Summarized from available literature are other behavioral and mental qualities which characterize the intellectually gifted:

1. They exhibit extensive learning capacity with accurate perception of situations, insight into relationships, and independent, rapid, factual learning.
2. They demonstrate power of thought in their ready grasp of principles, applications of ideas, original interpretations, and forceful reasoning.
3. Mental endurance, tenacity of purpose, intrinsic interest in the challenging and difficult, and versatile interests point to their intellectual drive.
4. Their breadth and depth of knowledge is not necessarily related to number of years they have attended school.
5. They often have intensive and detailed understanding in areas of their interest and also possess a wealth of general information. Frequently, their understanding and interest are characterized by high aptitude.[7]

Apparently, the fact-giving and fact-getting acts which dominate teaching and learning in most educational settings are not necessary or even appropriate in teaching the intellectually gifted.[8] The extension of their critical and evaluative thinking abilities and the development of creative thought processes should receive the major emphasis.[9] Herein lies the difference between the intellectually gifted and the average; herein should lie the variation in the school program.

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[6] Louise N. Bachtold, "Survey of Students from High Achievement Potential Classes." Summary report on the follow-up study of senior high school students, Davis, Calif.: Davis Joint Unified School District, 1964 (mimeographed).

[7] Ward, op. cit. pp. 25-26.

[8] Ward, op. cit. p. 58.

[9] E. Paul Torrance, Education and the Creative Potential. Minneapolis, Minn.: The University of Minnesota Press, 1963, p. 4.

Guidance Needs

Teachers and administrators often discount counseling and guidance for the intellectually gifted on the basis that such students are bright enough to proceed on their own. Terman's study could well be presented as justification for such an assumption; Terman found that children with superior intellect presented fewer problems than average groups during childhood as well as in maturity.[10] The intellectually gifted may be better equipped to handle their difficulties than average students; however, their need for assistance is no less great. Being intellectually gifted itself may create problems, such as being faced with an "embarrassment of riches" involved in being given choices between alluring alternatives, or problems stemming from the realization that possessing special talents involves special obligations to society.[11] The very characteristics which set gifted children apart from the average may cause difficulties; teachers may see only their intellectual maturity and overlook their problems. For example, many gifted students need help in evaluating the distribution of their energies--a task for counselors who understand the students well.[12]

Certainly unique to the gifted is the problem for some of failing to recognize their own high potential.[13] Others are frustrated over the discrepancy between their intellectual conception of performance and their physical ability to realize such a performance level.[14]

Penetrating and perceptive, the intellectually gifted have expressed deeper awareness and more intensive feelings over problems than do members of average groups.[15] This sensitivity requires sensitive counseling in turn. Although counseling in education is popularly conceived as assistance to students with certain problems, in actuality a counseling program must be concerned with the education of all students. As part of the movement to foster full development of the intellectually gifted, more attention should be given to the benefits which counseling has to offer. For example, counseling provides a situation in which the student is stimulated to evaluate himself and his opportunities, to decide on a course of action, and to accept responsibility for his choice and course of action.[16] As revealed by a number of studies on gifted children, such children readily develop the ability to investigate many things for themselves. The gifted have also been described as tending to resist adult attempts to control their thinking. Counseling is particularly important for these superior students, who would thereby be helped in mobilizing their own resources to solve their problems.[17]

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[10] Gallagher, op. cit., p. 35.

[11] John C. Gowan and George D. Demos, Education and Guidance of the Ablest. Springfield, Ill.: Charles C. Thomas, Publisher, 1964, p. 244.

[12] William K. Durr, Gifted Student. New York: Oxford University Press, 1964, pp. 221-22.

[13] Gilbert D. Moore, "Counseling the Gifted Child," The School Review, LXVIII (Spring, 1960), pp. 63-70.

[14] Ward, op. cit., pp. 188-89.

[15] Marcella R. Bonsall, "Introspections of Gifted Children," California Journal of Educational Research, XI (September, 1960), pp. 159-66.

[16] Educating the Gifted. (Edited by Joseph L. French), New York: Holt, Rinehart Winston, Inc., 1964, pp. 392-94.

Group Interaction

The effectiveness of small working groups has been studied with increasing frequency for a variety of purposes. Research in group dynamics has confirmed group interaction as a learning medium.[18] Group-centered leadership techniques have been found to offer a promising approach in the classroom.[19] These techniques are variously described as group counseling, multiple counseling, or small discussion groups. The philosophical basis for the operation of such groups is derived from the assumption that human relationships can be used as a learning instrument. Man's tendency toward self-actualization, the purposefulness of his behavior, and his attitudinal development or change through perceptual reorganization are associated psychological concepts.[20]

Learning which significantly influences behavior is "self-discovered, self-appropriated."[21] Because significant learning is more likely to occur in relation to situations perceived as problems, the educator is therefore responsible for creating environments wherein students may perceive issues and problems which hold relevance for them.[22] Learning occurs as the student perceives coherence and meaning in the sensory materials at hand. Emphasis is upon cognition, insight, and understanding or relationships between stimuli in the environment.[23]

The underlying theory of personality here rests on the social stimulus value of the person. The person, the self, is in essence a social product of experience with people.[24] The person learns who and what he is through his perceptions of the behavior of others toward him. Opportunities for belonging and sharing in a secure atmosphere put human relationships to work. Herein lies the power of small group discussions.

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[17] Guidance for the Academically Talented Student. Washington D. C.: National Education Association, 1961, p. 68.

[18] Walter M. Lifton, Working With Groups. New York: John Wiley & Sons, Inc., 1961, passim.

[19] Thomas Gordon, Group-Centered Leadership. Boston: Houghton Mifflin Co., 1956, passim.

[20] Carl R. Rogers, On Becoming A Person. Boston: Houghton Mifflin Co., 1961, passim.

[21] Ibid., p. 276.

[22] Ibid., pp. 279-95.

[23] Howard L. Kingsley, Nature and Conditions of Learning (Revised by Ralph Garry), Englewood Cliffs, N. J.: Prentice Hall, Inc., 1957, pp. 87-89.

[24] Arthur W. Combs and Donald Snygg, Individual Behavior. New York: Harper & Row, Publishers, Inc., 1959, passim.

Cognitive and Affective Objectives

The counseling-instructional program incorporates two broad classifications of educational objectives: cognitive and affective.[25] Cognitive objectives include the acquiring and retaining of information, understanding what is known, applying knowledge, organizing ideas, building new relationships, and making value judgments. Affective objectives involve attending to stimuli; responding to stimuli; and organizing a system of values and unifying them into a philosophy of life.

Although most school lessons are directed toward cognitive objectives, it remains doubtful whether significant thinking can occur without feeling and whether cognitive goals may be attained without attention to affective goals.[26] Teachers do use cognitive means to gain affective ends, as in teaching an appreciation of literature. Through understanding the elements of literature, students may learn to value literary excellence. Conversely, since motivation is essential to learning, teachers who arouse interest in subject matter are using an affective means to attain a cognitive goal.[27]

Students with superior intellectual power can perform most competently at the highest cognitive classification level. Society depends on these students for the communication of values essential to a democratic philosophy of life. A program intended for the adolescent gifted should therefore interweave aims for development of both cognitive and affective domains.

Program Goals

In the past decade concerted efforts have been made to promote excellence in educating for the sciences. Scientific knowledge is essential for improving conditions of human existence, but a balance should be maintained between pure scientific knowledge and the skills which enable individuals to use scientific knowledge creatively.[28]

Improving Attitudes Toward Life

The counselor and teacher must work together to assist students to grow in self-understanding and to develop a social conscience. Acquisition of knowledge must be accompanied by improved attitudes toward life. An expanding understanding of self and of others is needed if schools are to develop mature individuals who possess knowledge and can use this knowledge creatively. A philosophy of life--the rudder which gives direction to use of knowledge--cannot emerge without an understanding of human behavior. Nobody learns to reason intelligently about his own or others' behavior merely by "growing up."[29]

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[25] Taxonomy of Educational Objectives. Handbook I: Cognitive Domain. (Edited by Benjamin S. Bloom), New York: David McKay Co., Inc., 1956, passim.

[26] David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives. Handbook II: Affective Domain. New York: David McKay Co., Inc., 1964, p. 7.

[27] Ibid., pp. 54-59.

[28] James W. Noll, "Humanism as a Method," The Educational Forum. Kappa Delta Pi (May, 1964).

Increasing Quality of Production

The counselor and teacher must focus on increasing the quality of student production rather than on quantity of output. The student needs opportunities to translate experiences into expressed generalizations and to exchange ideas on complex dilemmas. Research on creative thinking has revealed that sheer mastery of knowledge is not sufficient condition for creative performance.[30]

Developing Creative Thinking

The counselor and teacher must work together to develop creative thinking, to encourage response to challenge, and to foster tolerance for ambiguity. The creative personality has been described as curious, intellectually persistent, and tolerant of ambiguity.[31] A relationship has been found between creative thinking and success in even the more common occupations, such as department store clerk.[32] Apparently the traditionally authoritarian approach to teaching through directed learning of factual content needs reexamination. Torrance recommends that educators ask themselves what kind of thinking children are doing.[33] Do they believe their own ideas have value? Can they share their ideas and opinions with others? Are they doing any thinking for themselves?

Developing Love of Learning

The teacher must strive to instill in students a love of learning. Through enhancing curiosity and urging exploratory activity, the teacher helps the student to build positive attitudes toward learning and to develop a value for intellectual accomplishment.[34] The gifted learner should continue learning throughout life and must be taught to learn on his own as early in school as possible.[35]

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[29] Robert F. Peck and Robert J. Havighurst, The Psychology of Character Development. New York: John Wiley & Sons, Inc., 1960, Chapter 10, passim.

[30] Calvin W. Taylor, Creativity: Progress and Potential. New York: McGraw-Hill Book Co., Inc., 1964, p. 17.

[31] Ibid., p. 24.

[32] Ibid., p. 55.

[33] E. Paul Torrance, op. cit., p. 17.

[34] Krathwohl, op. cit., pp. 58-59.

[35] As If The Chart Were Given. Columbus, O.: Ohio Department of Education, 1963, p. 18.

Using Teacher as a Guide

Students must learn to use the teacher as a resource and learning guide. New approaches being developed in teaching the intellectually gifted include teaching a style of approaching problems which will "resemble the activities of a scholar or scientist at work."[36] To encourage the unfolding of creative talent, teaching procedures must be directed toward stimulating children to think independently, to test their ideas, and to communicate them to others.[37] The teacher's responsibility is not as a "wellspring of information," but as a guide to sources of information.[38] Democratic values are important in all classrooms, but they are imperative to the learning environment of the intellectually gifted.

Utilizing Small Groups. Most students, including the gifted, proceed through their entire academic life without opportunities to discuss controversial issues or to share their own insights. They learn to defer to textbook judgments or the eloquence of experts. Yet, evaluative thinking and confidence in the value of their own ideas are essential to maximum development of superior intellectual power. Postponing the experiences of making independent judgments and of weighing values until college or graduate levels could be an inhibiting if not stultifying force. According to a recent study, the early adolescent period is probably a most fitting time for focusing on the child's attitudes and value systems.[39] The intellectually gifted student experiences an increasing stability of interests during the period from about ten to fifteen years of age. During this period appropriate learning experiences may be particularly effective in diversifying and extending interests.

Small group meetings provide an excellent opportunity for exploration into personal as well as social values. In an informal setting students may freely discuss topics of mutual concern or interest with their intellectual peers. Hare has discovered that small group discussion with "full participation and free feedback" is more effective in changing attitudes or behavior than the lecture method.[40]

Learning involving personal interests, attitudes, and values requires that the individual be able to examine his own thoughts on a subject and compare them openly with the thoughts and views of others.[41] This process is prerequisite to moving from intellectual awareness to personal commitment.

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[36] Gallagher, op. cit., p. 96.

[37] Taylor, op. cit., p. 128.

[38] Robert F. DeHaan and Robert J. Havighurst, Educating Gifted Children (Revised edition), Chicago: University of Chicago Press, 1961, p. 248.

[39] Krathwohl, op. cit., p. 85.

[40] A. Paul Hare, Handbook of Small Group Research. New York: Macmillan Co., 1962, p. 290.

[41] Krathwohl, op. cit., p. 81.

Peer groups have been described as a major teaching agency in conveying values, teaching skills, knowledge, and roles.[42] Having experiences with their intellectual peers is particularly important for the gifted at the upper elementary level where children become strongly conscious of peer identification. Failure to provide this opportunity can result in identification with age peers, which tends to make physical prowess more important than intellectual attainment.[43]

Peer groups serve all children's needs for belonging and for social approval. These needs among gifted children especially are more easily met when the children are able to associate with others who are "peer in actuality." They are less exceptional when in situations with others of similar abilities.[44]

Regulating Group Size and Composition. The literature is in disagreement on the most effective size and composition of discussion groups. One report generalizes that groups tended to be more effectual if they were composed of members of the same sex.[45] Another strongly recommended groups composed of equal numbers of male and female participants unless a definite reason exists for one-sexed groupings.[46] Successful groups of 15 students have been reported, but most authors encourage smaller groupings. An advantage of larger groups is that the resources of such groups are increased and the range of ideas broadened.[47] A disadvantage is that, with the increase of each additional member, the chance decreases for personal interactions with others and for expressing ideas.[48] Driver was explicit about numbers in a group and declared that, while six to ten members can be grouped together, six is the maximum number for beneficial free discussion with all participants active.[49] Only four or five members tend to be active in a ten-member group. Hare noted a tendency for the group to split into subgroups as size increases.[50]

In the counseling-instructional demonstration center, experiments with group composition neither confirmed nor denied the importance of grouping by sexes. Both all-girl groups and all-boy groups functioned profitably. Mixed groups appeared to perform more or less effectively but discomfort was expressed by the members if the ratio between sexes was heavily unbalanced.

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[42] Ira J. Gordon, The Teacher as a Guidance Worker. New York: Harper & Row, Publishers, Inc., 1956, p. 135.

[43] As If The Chart Were Given. op. cit., p. 17.

[44] Ruth A. Martinson and Harry Smallenburg, Guidance in the Elementary Schools. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958, p. 196.

[45] Hare, op. cit., p. 391.

[46] Helen I. Driver and others, Counseling and Learning Through Small Group Discussion. Madison, Wis.: Monona-Driver Book Co., 1958, p. 63.

[47] Hare, op. cit., p. 244.

[48] Lifton, op. cit., p. 110.

[49] Driver, loc. cit.

[50] Hare, op. cit., p. 148.

Most of the counseling-instructional groups were composed of four boys and four girls. A group with a membership as high as 12 tended to be dominated by a minority who retained leadership throughout the sessions. Increased interaction of quiet members and growth in discussion skills occurred more frequently in the groups composed of fewer than ten members. Since groups of eight successfully implemented program goals, groups with fewer than eight members were considered uneconomical use of counselor's time.

Utilizing Group Discussion Procedures. Varied procedures for group discussion have been utilized in research settings. Groups studied ranged from completely structured to completely unstructured.[51] In fully structured discussion sessions, participants thought about an assigned topic before meeting; the leader maintained focus on the topic. Conclusions were sought, a summary was given, and a plan for the next session was prepared.

In the modified structure the topic was given in advance, but the group could change focus if the participants wished. Although the leader summarized the content of the session, conclusions were not necessarily sought. A plan for the next session was made.

In the slightly structured situation, the topic was known in advance but no plan of approach was made. No one forced the group members to focus on the topic nor made any attempt to draw conclusions. The leader interceded only when a member monopolized time unfairly. A topic was agreed upon for the next session.

No topic was assigned for the unstructured sessions; choice of subject was left to participants at the time of meetings. The leader gave information when asked, but his role was largely that of "participant-observer." Control was maintained by the group itself.

Although successful outcomes have been reported for structured as well as for unstructured group procedures, probably the purpose of the group discussions should be the deciding factor in the choice of group method. In one experiment investigators found that authoritarian group atmosphere fostered more dependency on the leader and more hostile and apathetic behavior among members than occurred in the democratic groups. Participants in the democratic groups showed more friendliness and satisfaction with the activities. Although the autocratic groups surpassed the democratic in quantity of output, the democratic groups produced the highest quality.[52]

A determinant in style of group procedure is the personality and philosophy of the leader himself.[53] Ideally, in a democratic setting every group member is both a member and a leader, contributing his knowledge and skills as needed at any given moment. Self-discipline of the members in controlling these contributions, focusing on the problem at hand, and in giving other members a chance to be heard is essential. All members bear equal responsibility for the progress of the group.

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[51] Driver, op. cit., p. 64.

[52] Hare, op. cit., pp. 320-21.

[53] How To Lead Discussions. Chicago: Adult Education Association of the U. S. A., 1956, pp. 9-10.

In the counseling-instructional demonstration, small group sessions were alternated with a guidance activity in English or social science classes. The counselors and teachers met regularly following the group meetings. School personnel considered that the best counselor-teacher communication was attained when neither the small group nor the classroom activities had formal structure. Through utilizing the interests and concerns of his students in topic selection, the counselor could facilitate the optimum involvement of each individual in group participation. With knowledge of content and movement of the small group discussions, the teacher could prepare appropriate exercises in creative thinking, devise supplementary enrichment assignments in subject areas, or plan for individual projects. The freedom engendered by the choice of democratic procedures fostered more creative teaching and also met the needs of the talented learner.

Part II

BUILDING A COUNSELING - INSTRUCTIONAL PROGRAM

The counseling-instructional program provides reinforcement of guidance and curriculum for gifted pupils in grades seven, eight, and nine. Small group counseling sessions are held every other week; these sessions enable students to discuss in depth mutual problems, challenging ideas, and intellectual interests. Following each session, the couselor and teacher discuss the implications of the counseling meeting for the group and for individual members. They also plan a related activity. This activity is scheduled for an English or social science class to be held during the week between counseling sessions. Individual counseling is provided when the need is apparent.

Through counselor-teacher communication, situations are planned with the following objectives: (1) to meet individual educational and guidance needs; (2) to promote educational and developmental goals; (3) to advance communication skills; (4) to encourage development of a personal set of values and a philosophy of life; (5) to promote more effective learning of social science and English; and (6) to foster creative growth in areas of associational fluency, sensitivity to problems, and adaptive flexibility.

Organization

The structure of the program outlined in the following sections represents the framework in which the San Juan Unified demonstration center functions. Size of the San Juan Unified School District, characteristics of the student population, and district philosophy determined the organization and procedures. Administrators, teachers, and guidance personnel worked together in planning the implementation of program goals. (See Figure 1.)

Some variation of program design could be made to meet variations in district and personnel needs and facility capabilites. For example, in small or rural districts, students from different areas might have to meet together. After-school or Saturday group meetings are more appropriate in such locations. If students have been culturally deprived, structured seminar meetings might prove more advantageous for enrichment in subject matter. The use of small groups to enhance learning experiences for the gifted is adaptable to many types of educational environments.

Costs

The counseling-instructional program is an approved program for mentally gifted minors. Excess-cost reimbursement may be claimed on the basis of participating pupils who are identified by state criteria. Legitimate costs include extra money paid counselors to counsel outside the regular

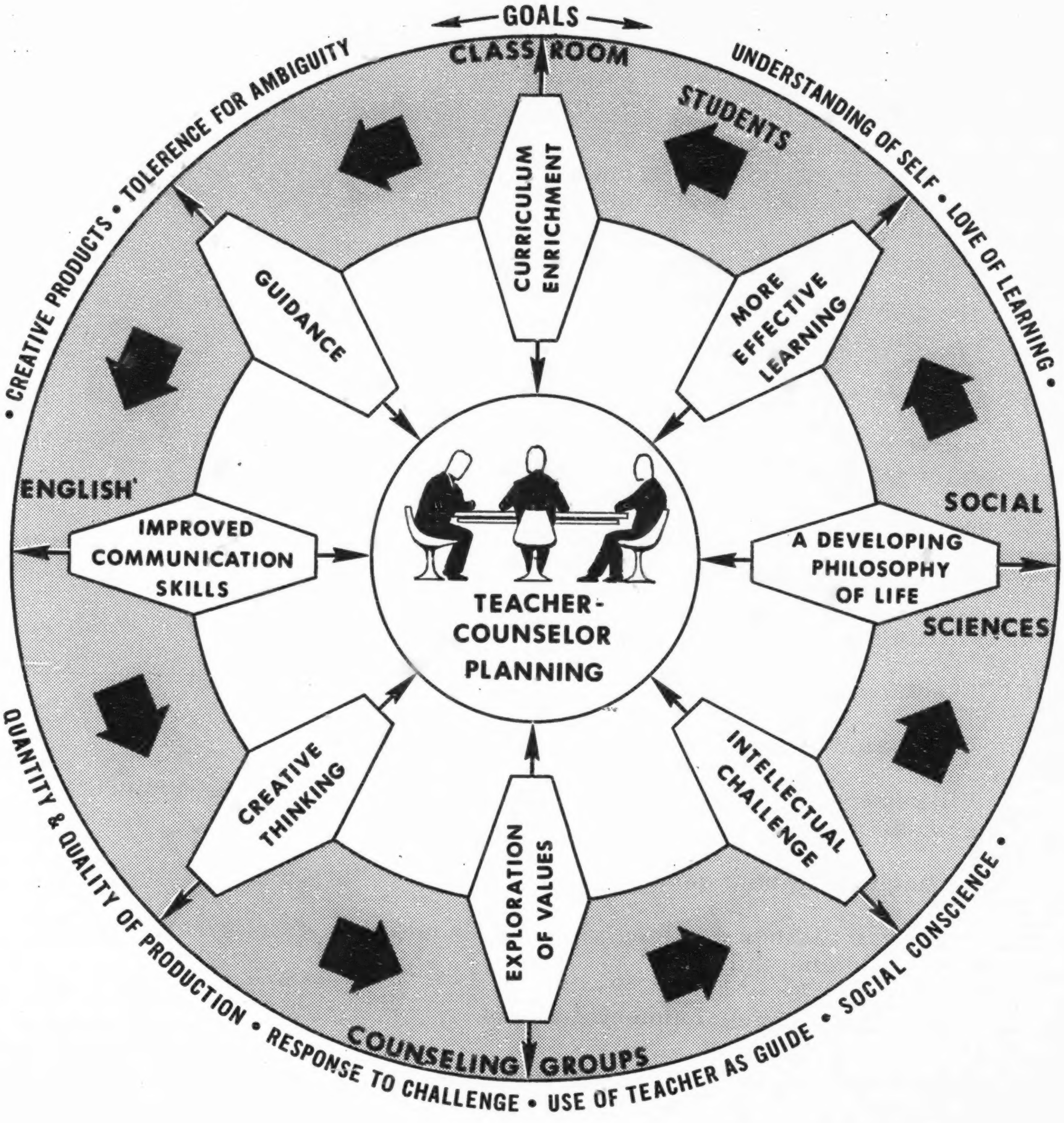
GOALS
CLASSROOM
UNDERSTANDING OF SELF • LOVE OF LEARNING •
STUDENTS
CURRICULUM ENRICHMENT
MORE EFFECTIVE LEARNING
GUIDANCE
• CREATIVE PRODUCTS • TOLERENCE FOR AMBIGUITY
ENGLISH
IMPROVED COMMUNICATION SKILLS
TEACHER-COUNSELOR PLANNING
SOCIAL SCIENCES
A DEVELOPING PHILOSOPHY OF LIFE
CREATIVE THINKING
EXPLORATION OF VALUES
INTELLECTUAL CHALLENGE
COUNSELING GROUPS
QUANTITY & QUALITY OF PRODUCTION • RESPONSE TO CHALLENGE • USE OF TEACHER AS GUIDE • SOCIAL CONSCIENCE •

Fig. 1. Organization of the Counseling-Instructional Program

school day or salaries expended during the regular school day solely for additional counseling. (See Appendix A.)

Personnel

The program requires no additional teaching staff. Classroom teachers function in the articulation of counseling and class activities. The services of a specialist in guidance (i.e., a counselor or psychologist) are needed for an average of one hour a week for each participating group. Selection of teachers and counselors for this program should be based on characteristics which make them particularly fit in working with gifted children.

The teacher who has a "love of learning, a thirst for answers, and a drive for self-improvement" is an excellent model for gifted students.[1] Teachers participating in a counseling-instructional program should have the following important characteristics and qualifications:

1. A particular interest in providing learning experiences for the intellectually gifted
2. The ability to perceive individual differences and be empathetic
3. The ability to respond to intellectual challenge without feeling threatened
4. Flexibility in scheduling and planning
5. Inventiveness in the aspects of curriculum implementation
6. Possession of sound personal values
7. Willingness to encourage appropriately divergent thinking to accept unusual responses
8. Willingness to help develop and utilize case study data

A preservice teacher-training program should provide teachers with the following skills and abilities:

1. A knowledge of developmental levels
2. A knowledge of curriculum construction
3. An understanding of accepted theories of learning and their implications for teaching the gifted
4. A strong background in English or social sciences

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[1] William K. Durr, The Gifted Student. New York: Oxford University Press, Inc., 1964, p. 251.

5. An understanding of guidance techniques and their use in the classroom
6. Skill in individualizing instruction

Both the teacher and counselor are involved in helping each student attain his maximum potential, and no sharp division should exist between their guidance functions. The difference between the teacher and the counselor lies in emphasis. The teacher has greater responsibility in promoting academic learning, while the counselor is more concerned with overall development and vocational goals.[2] Although it would be desirable that program counselors have the same qualifications listed for teachers, difference in role requires consideration of other qualities. Counselors who have helped superior students most were those described as having a genuine interest in each individual, personal knowledge of each student, the ability to listen, and the ability to encourage.[3]

Counselors or group leaders in a counseling-instructional program should have the following characteristics and abilities:

1. An awareness of the capabilities of gifted children and an understanding of their need for assistance with interpretive learning
2. A strong interest in the intellectually gifted and the ability to interact with them easily
3. A sensitivity to and perception of the feelings of others
4. A consciousness of their own needs, values, and "blind spots"
5. An ability to work well with teachers
6. An interest in a case study approach to curriculum

A preservice training program for counselors or group leaders should provide counselors with the following characteristics and abilities:

1. An understanding of group dynamics and experience in working with groups
2. An understanding of personality theory and developmental aspects of behavior
3. A comprehension of learning theory
4. A knowledge of curriculum objectives in English and social sciences

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[2] Ibid., pp. 227-29.

[3] Frank S. Endicott, Guiding Superior and Talented Students. Chicago: Science Research Associates, Inc., 1961, p. 2.

Facilities

A room must be made available every other week for approximately one hour of uninterrupted private discussion. Ideally, the room should be located away from environmental distractions. Seating should be arranged in the room so as to permit each member to have eye contact with the others. Most groups in the demonstration programs preferred to sit around a table, but a circle of chairs or desks seemed satisfactory to others.

Equipment

A tape recorder is recommended for recording counseling sessions. The initial inhibiting effect of a microphone is quickly overcome when it is accepted as routine procedure. Group members and also school personnel may gain additional insights through evaluation of these taped discussions.

Procedures

The planning period which precedes launching of a program is more important in the operation of the program and fulfillment of program goals than any period during the operation of the program. A counseling instructional program must be in harmony with the needs of the student population, with school district philosophy on education for the gifted, and with continuity of program planning throughout the grade levels. Following the planning phase, the important steps would be to involve school and lay groups, select and place students, establish an orientation program for parents, and conduct case studies.

Orientation of Staff and Interpretation of Program to Community

Regardless of excellence in design, successful functioning of a successful program depends upon acceptance and support of observers and also of participants. Before implementation, the program should be interpreted to the staff, parent groups, and others in the community who are interested in educational procedures. An informed and cooperative school staff will make positive contributions to the operation of a special project, and improved operation in turn should lead to improvement in the total educational program. Both the staff and the community should clearly understand the purposes of the program and why a supplement to the established program is necessary. Channels should be prepared for regular reporting of progress to both professional and lay groups. Knowledge that these groups will continue to share in program development will reinforce their interest and commitment.

Selection and Placement of Students

Eligibility of students to participate in the demonstration program was defined by state criteria for identification of "mentally gifted minors." Most of these students were screened through group testing. Any student whose reading or arithmetic achievement score and mental ability score fell within the top 2 percent was considered eligible. The only additional screening was through the subjective judgment of teachers or counselors in selecting those who would benefit from and contribute to the small group process.

In accordance with eligibility criteria, one type of underachieving gifted student -- the one with significant discrepancy between achievement test scores and ability -- was not included. Students whose achievement test scores and ability levels were comparable but whose grades were only average or below average were the underachieving gifted who appeared in the groups selected. These students represented less than 10 percent of the total participants. A comparable proportion were high-achieving students who were considered by their teachers as needing improvement in communication skills. Two students with symptoms of emotional disturbance functioned satisfactorily in the small group setting, and one blind boy proved to be a stimulating participant.

Finely discriminating criteria for the selection of students for the counseling groups are not needed. A small group that interacts in a relaxed atmosphere without the pressures of competition or the drive for accomplishment offers some latitude in membership selection. Interest in the activity, however, is crucial to growth through the group process. The program should be described to eligible pupils, and these pupils should be allowed to determine whether they would like to participate.

Balance and Size of Groups. Leader observation and student evaluation of group composition at the demonstration center has indicated that a fairly even balance in the number of boys and girls is advisable. Although grade nine groups that had ten members functioned well, such a large group of younger students had difficulty maintaining unity. Groups of eight were able to hold excellent discussions, but larger groups of grade seven and eight students broke up into small "buzz" groups.

Classroom Placement. Classroom placement of students depends upon administrative design within the school, the size of the gifted student population, and the number of teachers interested in participating. The placement of counseling group members within the same English and history classes is the most economical in terms of time and personnel. In the demonstration program, some situations existed where students were clustered in the same classes, and other situations existed where they were brought together from classes with different teachers. An advantage to the second procedure is that it involves a greater number of teachers and consequently expands the impact of the program.

Parent Orientation

After screening and tentatively selecting students who indicate interest in the small group meetings, the program staff should meet with the parents of the students when staff time permits; individual interviews should be held because they are particularly fruitful. Information may be obtained for case study; parent attitudes may be appraised; and the program may be related directly to the needs of the individual student. In the demonstration center most of the meetings which described the program--and for which parental approval was requested--were presented to the total parent group. During the meetings parents were told that they could confer by appointment with the counselor at any time. Information needed for case study was obtained by mail except for cases where the counselor preferred personal contact.

Written permission of parents for student participation in such a program should be obtained from parents or guardians. The success of special programs can be ensured by mutual understanding and good communication between home and school. A signed statement of permission from parents provides school personnel with evidence that parents have a degree of awareness of the program plan.

Case Studies

Background information on each student should be obtained before the counseling groups are activated. This information should include personal history, test scores, pupil interests, and teacher ratings of student behavior. Parental points of view are useful and may be obtained after the counseling sessions begin. Each case record is considered as a continuing, data-collecting instrument for program planning. Of particular importance is information to be used to assess changes in student behavior, which has been designated as a program goal. This evaluative information is relative to changes in self-understanding, love of learning, social conscience, tolerance for ambiguity, creative thinking, quality of production, response to challenge, and use of the teacher. Sample forms for the collection of case-study information are provided in Appendix B.

Suggested Program Schedule

The following program schedule is suggested for the counseling-instructional program for the intellectually gifted:

1. During the early spring semester, describe program to total school staff; assign committee to study and make recommendations for adaptations; and describe program to PTA and other interested groups.

2. By the end of spring semester, select participating teachers and pupils; hold meetings with parents; obtain consent for participation; assign pupils to classes for fall semester; and gather case study data.

3. During the second week of fall semester, hold teacher-counselor planning meetings and determine steps in evaluation.

4. During the third week, study information on each student; hold teacher-counselor preparation meeting; and plan beginning sessions based on case study data.

5. During fourth week, begin meetings of groups,and discuss purposes of group meetings and procedures.

6. During the sixth week, groups should begin meetings on an alternate week basis for teacher-counselor planning.

7. At the end of the year, a meeting of school personnel and parents is recommended to assist in evaluation and possible modification of counseling sessions and of guidance activities performed by the classroom teacher.

Beginning Group Meetings

Each counselor will function best according to the style of group procedure which best fits his own counseling theory and personality. Success of group meetings depends more on the compatability of a counselor's personality, theoretical orientation, and method than on a formula for procedure. In the demonstration program, group climate was established through very informal techniques in some situations and highly structured techniques in others. No difference in subsequent group activity was observed.

Whatever the plan for beginning, counselors and teachers must agree on certain concepts pertaining to group atmosphere.[4] Group members must feel secure in the group before they can risk sharing attitudes and feelings. Sometimes the discussion topic serves as a vehicle for group interaction rather than as an end in itself, and digressions hold more significance than full development of the topic. The group is a place for testing the reality and value of an idea, but members must learn not to confuse rejection of their ideas with rejection of themselves. Continued acceptance of the individual is a group responsibility. Recognition of individual differences, rather the concentration on areas of consensus, strengthens the group.

At the first meeting, the counselors should establish that reaching a conclusion or "finding an answer" is not essential to discussion groups. A need of some members for reaching conclusions could cause them discomfort unless the entire group understands that developing tolerance for ambiguity is one of the group's objectives. The importance of reaching out for many ways to view problems should be stressed. As MacKinnon pointed out, intelligent persons have a greater supply of the ideas, the raw material with which to be creative. If no attempt is made to tap this supply of ideas, to encourage divergent rather than convergent thinking, full advantage of the gifted's potential is lost.[5]

The following guidelines for group counseling suggest one technique for introducing group process to group members.

1. The group discussions are a cooperative job.

2. Problems can not be discussed if group members are not prepared to listen to the opinions and viewpoints of others. Group members should try to keep an open mind.

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[4] Walter M. Lifton, Working with Groups. New York: John Wiley & Sons, Inc., 1961, pp. 19-20.

[5] Donald W. MacKinnon, "What Makes A Person Creative?", Saturday Review, XLV (February 10, 1962), 15-17.

3. A group member should try to do for others in the group what he wants others to do for him. A group member should put himself in their place when they are speaking and really listen to what they have to say.

4. A group member should speak when he has something to say. He should try to be frank, and since everyone is trying to understand himself and others better, he should relax and be himself.

5. A group member should try to be sensitive to the way other members feel. If he has experienced the same feeling, he should feel free to say so. He will find that he can understand his own feelings better if he talks to others about how he feels.

6. A group member should not assume that the group must come to a solution or agreement. The purpose of the group is to explore ideas together. The decisions arrived at must be the individual's own. The only solutions that are good for a member are those which hold a personal meaning for him.

7. A group discussion goes along best when group members trust each other. Individuals must never make fun of other members; respect for others is essential. When disagreements arise, group members must understand that an idea is being rejected but not he who offers it.

Self-Evaluation

After groups have met several times, self-evaluations may be helpful in changing behaviors of judgmental, bigoted, garrulous, or otherwise obstructive tendencies of some members. Although groups tend to deal with these problems when they interfere with group process, modification of behavior stems from self-perceptions. The formal procedure of the individual student reacting to a self-inventory of performance may bring about desirable behavioral change. The following is an example of a rating scale that may be used for this purpose:

Self-Inventory of Performance

	Yes	No
1. Do I tend to insist on having my own ideas accepted?		
2. Do I usually push toward establishing "right" or "wrong?"		
3. Do I try to be sensitive and understanding about the feelings of others?		
4. Do I lean on the counselor as an authority?		
5. Do I tend to talk too much?		
6. Do I contribute my ideas?		

	Yes	No
7. Do I often interrupt others?		
8. Am I aware of my own prejudices?		
9. Do I tend to close my mind to opposing points of view?		
10. Do I have confidence in the value of my own ideas?		
11. Do I usually make quick judgments?		
12. Do I use humor when it is appropriate, rather than using it only to attract attention?		

Measuring Group Progress

Group progress may be measured through keeping a continuing anecdotal summary of the meetings and supplementing this with notes on significant behaviors of individuals. To save time and to obtain consistency in areas to be appraised, brief checklists such as the following can be helpful.

Discussion Group Checklist

	Members							
Behavior	1	2	3	4	5	6	7	8
1. Dominates								
2. Withdraws								
3. Offers support								
4. Seeks support								
5. Mediates								
6. Attacks								
7. Digresses								
8. Offers opinions								
9. Suggests solutions								
10. Disagrees								
11. Other ______								
12. Other ______								

Group No. ______
Date: ______
Remarks:

A. General atmosphere: cooperative ______
competitive ______ hostile ______ apathetic ______
B. Accomplishment: high ______ average ______ low ______
C. Participation: everyone ______ few ______
Comments: ______
D. Statement of topic: ______

Part III

INSERVICE TRAINING

A fully functioning counseling-instructional program depends upon communication between teacher and group leader. The regularly scheduled teacher-counselor meetings between counseling sessions necessarily focus upon specific individual performance, group performance, and current planning. Monthly inservice training meetings of the entire program staff not only contribute toward professional growth but also broaden the overall planning and extend the bases for communication between instruction and guidance.

Guest speakers who discuss gifted children and group guidance provide material for panel discussion of program development. When specialists are unavailable, staff presentations of selections from pertinent literature give needed background information. Meetings may be planned around tapes of class lessons, tapes of counseling group meetings, evaluation of teaching materials, and samples of student work. Meetings considered by the demonstration staff to be the most productive were those that allowed time for interaction of the total membership. Valuable as the sharing and reaction periods were, however, a specific theme was found to be essential to give purposeful direction to the meetings.

Attitude Exploration

If fostering love of learning is an appropriate program goal, the educator's attitude becomes a major factor. School personnel may need to examine their own opinions about certain characteristics of the gifted. For example, because gifted students grasp concepts quickly, these students may often seem lazy or indifferent to some aspects of instruction. The teacher who considers attentiveness and effort as essential to learning could inadvertently penalize such behavior. As one writer has pointed out:

> Just beneath the surface of American democracy and egalitarianism there is a suspicious and withholding attitude towards gifted people.
>
> This is associated with a Puritan outlook that considers work, perseverance, and dedication the only important virtues which justify being rewarded. Since accomplishment based on endowment seems to be effortless, it is sometimes felt that it does not deserve special rewards.[1]

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[1] Eli Ginzberg, Talent and Performance. New York: Columbia University Press, 1964, p. 89.

One device for assessment of opinions about characteristics of the gifted is the "Attitudinnaire on Mentally Gifted Minors." Certain items of this approach have been validated through research; others reflect opinions. Administered early in the training program, the following "Attitudinnaire" provides guidelines for instruction and suggests areas for discussion:

Attitudinnaire on Mentally Gifted Minors

If you agree with the statement, circle A; if you disagree, circle D. Some of the statements below will probably elicit "maybe" or "sometimes" responses; for those circle the question mark.

A ? D 1. Very bright children are usually impractical.

A ? D 2. Tests of acquired learning should differ for the gifted from those designed for the average.

A ? D 3. Among the intellectually talented, top achievement level (financial) in adult life tends to be more closely related to outstanding personality than to ability.

A ? D 4. Intelligence is a characteristic which interferes with common sense.

A ? D 5. Gifted students need simply more of what average students learn.

A ? D 6. Superior intellectual development tends to cause emotional instability.

A ? D 7. It is undemocratic to provide gifted children with educational situations which differ from those of the regular school program.

A ? D 8. Gifted students profit less from practice or rote learning activities.

A ? D 9. Sarcasm, toning down, and pressure for conformity could undermine the bright child's sense of worth.

A ? D 10. The gifted can develop his potential in a conventional program; special programs should focus on those who need help in learning.

A ? D 11. Gifted children are easily identified through observation in the classroom.

A ? D 12. In general, intellectually talented adults report that feelings of fulfillment in their chosen field fell below their anticipated satisfaction.

A ? D 13. Gifted people are marked by variability; that is, two gifted persons differ more from each other than two persons who are similar on any other basis.

A ? D 14. Research tells us that accelerated academically talented children appear to be as personally and socially adjusted as other students.

A ? D 15. Genius is the product of exaggerated development of one faculty at the expense of others.

A ? D 16. Gifted children should remain with their chronological age group for the sake of social adjustment.

A ? D 17. Approximately 50 percent of our college-capable youth never complete their college education.

A ? D 18. The most important single factor in the decision of able students to go to college is the attitude of their parents toward higher education.

A ? D 19. Since gifted children are known to learn rapidly, they should produce more work in the classroom than average children.

A ? D 20. The self-contained classroom is the best environment for the gifted child in the elementary school.

A ? D 21. Identical education experiences will promote equality of educational experiences.

A ? D 22. For the highly creative person, a good part of his reward lies in the activity itself rather than in the recognition which it inspires.

A ? D 23. Ability grouping is neither desirable nor feasible.

A ? D 24. Programs for the gifted should be open only to students who make high grades.

A ? D 25. Gifted children as a group are superior in physical, emotional, and social adjustment.

A ? D 26. The teacher should assume that the gifted student is equally capable in all areas of study.

A ? D 27. Education suitable to the gifted is exploratory, characterized by the problem-solving approach, self-direction, guidance teaching, and workshop methods.

A ? D 28. Bossiness and overtalkativeness may be symptoms of insecurity.

A ? D 29. Any program for bright children will meet the needs of the gifted.

A ? D 30. It is essential that highly creative students achieve high academic standing in all academic courses.

A ? D 31. If it's good for the gifted, it's good for all.

A ? D 32. The mind that can produce a ready answer to every question may yet need training toward self-criticism and the rethinking of first impulses.

A ? D 33. If achievement tests indicate that a student has already acquired skills, it is acceptable to omit the usual assignments and alter class requirements to allow for creative projects.

A ? D 34. Moral behavior may be learned through thinking about moral situations, tracing various kinds of behavior through to their probable consequences, and reaching conclusions which may govern future behavior.

A ? D 35. Conformity to academic schedules and assignments is more important than talent development.

A ? D 36. Unless children find that their ideas are respected, they will not communicate their ideas.

A ? D 37. Equal education does not mean identical education.

A ? D 38. Inability to express ideas effectively and accurately is probably the basis for most human problems.

A ? D 39. Gifted children may seem lazy because they need to spend comparatively limited time in understanding new situations.

A ? D 40. Suppression of intellectual controversy and of unresolved differences of opinion in the classroom may contribute to underachievement.

Roles of the Teacher

A program which aims at changing the student role from an information receiver to an information searcher requires modification of the teaching function. If students are to learn independently, the teacher's role becomes that of guide and resource person. Instructional procedures are designed for a learning environment which is conducive to questioning, depth exploration of ideas, and evaluative thinking. Torrance described the need to stimulate students into making the transition from learning to thinking:

> More and more insistently, today's schools and colleges are being asked to produce men and women who can think, who can make new scientific discoveries, who can find more adequate solutions to impelling world problems, who cannot be brainwashed, men and women who can adapt

to change and maintain sanity in this age of acceleration. This is the creative challenge to education.[2]

Examination of multiple teacher roles may assist teachers in establishing a student-teacher relationship where individualized and independent learning will flourish. A checklist of these teacher roles is useful for self-evaluation by teachers and for staff discussions on the importance in the education of gifted children of the following behaviors outlined in the checklist:

Roles of the Teacher in Promoting Pupil Growth[3]

A Checklist

Directions: Check, in the appropriate blank to the right of each statement, the level of teaching competence for each area that you believe you now possess. Check under Strong for "possess strong teaching competence;" under Adequate for "possess adequate teaching competence;" and under Needs Improvement if that statement if appropriate.

		Level of Competence		
		Strong	Adequate	Needs Improvement
Role One:	Director of Learning			
1.1	Can adapt principles of child growth and development to planning of learning activities			
1.2	Can plan his teaching-learning situation in accord with acceptable principles of learning			
1.3	Can demonstrate effective instructional procedures			
1.4	Can utilize adequate evaluation procedures			
1.5	Can maintain an effective balance of freedom and security in the classroom			

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[2] E. Paul Torrance, Education and the Creative Potential. Minneapolis: University of Minnesota Press, 1963, p. 4.

[3] The checklist was summarized from a more detailed checklist prepared by the School of Education, University of the Pacific.

	Level of Competence		
	Strong	Adequate	Needs Improvement
Role Two: Counselor and Guidance Worker			
2.1 Can utilize effective procedures for collecting information about each pupil			
2.2 Can use diagnostic procedures effectively.			
2.3 Can help the pupil understand himself.			
2.4 Can work effectively with the specialized counseling services			
Roles of Teacher in Liaison			
Role Three: Mediator of the Culture			
3.1 Can draw on a scholarly background to enrich cultural growth of pupils			
3.2 Can direct individuals and groups to appropriate significant life application of classroom learning			
3.3 Can design classroom activities to develop pupil ability and motivation			
3.4 Can direct pupils in learning to use those materials from which they will continue to learn after leaving school			
3.5 Can develop pupil attitudes and skills necessary for effective participation in a changing democratic society			
3.6 Can help his students acquire the values realized as ideas of democracy			

	Level of Competence		
	Strong	Adequate	Needs Improvement
Role Four: Link with the Community			
4.1 Can utilize available education resources of community in classroom procedures	______	______	______
4.2 Can secure cooperation of parents in school activities	______	______	______
4.3 Can assist lay groups in understanding modern education	______	______	______
4.4 Can participate in definition and solution of community problems relating to education	______	______	______
Role Five: Member of the Staff			
5.1 Can contribute to the definition of the over-all aims of the school	______	______	______
5.2 Can contribute to the development of a school program to achieve its objectives	______	______	______
5.3 Can contribute to the effectiveness of overall school activities	______	______	______
5.4 Can cooperate effectively in the evaluation of the school program	______	______	______

Assignments and Tests for Gifted Students

The term "intelligence" has been generally understood as an ability to learn. However, studies in recent years have disproved the concept of intelligence as a single and specific characteristic. Multiple factors have been identified in the operation of intelligence.

At the University of Southern California, J. P. Guilford and others have been working on the development of a "structure of intellect."[4] They have identified five unique operations involved in thinking. These operations are referred to as cognition, memory, convergent thinking, divergent thinking, and evaluation. Cognition means the discovery of information, and memory is the retention of what has been discovered through cognition. In convergent thinking, information is used to find an acceptable or conventional answer to a problem. In divergent thinking, the search is for many possible or many new answers. In evaluation, decisions are reached as to the goodness, correctness, suitability, or adequacy of what is known, remembered, and produced.

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[4] Joy P. Guilford, "Three Faces of Intellect," American Psychologist, XIV (August, 1959), pp. 469-79.

Survey of Objectives. A survey of objectives of elementary and secondary social science teachers indicated major attention has been given to cognition, memory, and convergent thinking.[5] Over 70 percent of the objectives fell in the cognitive category. Five percent required memory, and most of the remaining objectives related to convergent processes. About 8 percent of the objectives at the secondary level involved divergent and evaluative thinking, and less than 2 percent involved such thinking at the elementary level. Independent thinking, constructive thinking, creative thinking, originality, innovativeness, and inquiry are developed through divergent processes. Wisdom in judgment is the outgrowth of experiences in evaluative processes, which require critical thinking, assessing, making decisions, comparing, and contrasting. Students of high ability find the greatest challenge in divergent and evaluative tasks, but a student will not think creatively unless he becomes involved with appropriately challenging tasks.[6] A program which aims at increasing the quality of the students' work, stimulating creative thinking, and encouraging response to challenge would require that the counseling-instructional staff be aware of, and able to apply, principles on the structure of intellect as set forth by Guilford.

Planning for Creative Assignments. Proficiency in designing assignments which result in creative work is most effectively attained through the total staff meetings. By sharing successful outcomes as well as potential problems, each teacher and counselor becomes a resource to others. As Ward says, "In view of the complex and undetermined nature of creative behavior, it is inevitable that educational procedures in this area be guided more by reasonable and promising suggestion than by obviously valid method."[7]

The intangible and the ambiguous inherent in creative processes can cause insecurity for those who feel a need for explicit guidelines. Some teachers in the demonstration program were initially apprehensive about forging into areas which did not require conformity to behavioral norms. Gallagher's technique for exploring and strengthening creative teaching procedures served, however, as an excellent means for working on creativity in the inservice training program.[8] Teachers and counselors were asked to pretend that creativity is a very bad quality for a child to show and that any tendency toward creativity must be stamped out at any cost. These teachers and counselors were then asked to write suggestions on how this purge could be accomplished. The following suggestions then became the basis for earnest planning toward creative assignments and test questions:

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[5] E. Paul Torrance, *op. cit.*, p. 5.

[6] Jacob W. Getzels and Philip W. Jackson, *Creativity and Intelligence.* New York: John Wiley & Sons, Inc., 1962, p. 129.

[7] Virgil S. Ward, *Educating the Gifted.* Columbus, O.: Charles E. Merrill Books, Inc., College Division, 1961, p. 135.

[8] James J. Gallagher, *Teaching the Gifted Child.* Rockleigh, N. J.: Allyn & Bacon, Inc., College Division, 1964, pp. 193-94.

1. No class discussion of any kind should be held.

2. Students should be allowed to read only what is assigned and then only at the time of assignment.

3. No criticizing should be allowed, either of the instructor or the material involved.

4. Students should be expected to memorize material that is assigned and to concentrate on factual material only.

5. No outside reading should be allowed.

6. No excuses should be accepted for work that is in any way different from that which was assigned.

7. Questions which do not pertain to the subject matter should be discouraged.

8. Any student who seems questioning or challenging in his questions should be reproached.

9. Grades should be given only on mechanics, and all students should be given the titles and topic sentences for every composition with no deviation.

10. Books for book reports should be assigned.

11. Anyone who strays from the path of conformity should be ridiculed.

12. It should be preached that the teacher is infallible, as are all adults.

13. All materials should be read, and the students should never be asked to apply the lessons to their situations.

14. When an innovation is noticed, the child should be taken in hand immediately and told, "No, this is the way."

15. Research should be discouraged because research may give the student ideas and information which the teacher does not have. This poses a threat to the teacher, and no good teacher should ever feel threatened. If a child finds an error in a book, he should be made to feel that he has done something terrible and that this kind of thing should never be mentioned. Material should be assigned from only one textbook, and other references should never be discussed since the student may find several

answers, none of which agree. Anything which may be controversial should not be discussed because such discussion may lead to trouble.

16. A student should never be allowed to criticize a test question because he interpreted it a different way from the teacher. Test questions should be made factual so that a definite answer can be given by the teacher and can be proved by the textbook.

Guidance Competencies

A counseling-instructional program functions through collaboration of teacher and counselor. The counselor must become more sophisticated in subject matter objectives than counselors are ordinarily expected to be, and the teacher must share guidance objectives usually considered more closely associated with the counselor's role. Although most teachers incorporate guidance principles in subject matter lessons, guidance procedures receive particular emphasis in this program, which aims at developing self-understanding, social conscience, and tolerance for ambiguity.

The following checklist and rating scale is most useful for inservice meetings as a means for teachers and counselors to share ideas about student guidance in the teaching-learning situation. Discussion during the meetings would focus on important implications for the gifted learner and specific procedures for the program.

Guidance Competencies of the Teacher--Part A[9]

This section consists of three groups of ten items each. Each of the items describes a guidance competence to be fulfilled by teachers at any level of teaching. Please complete each section before going on to the next one.

Group I

For the following group of items, check the five items which you feel to be the most important for anyone properly fulfilling the guidance rule of the teacher.

___ 1. Establishes effective relationships with individual pupils

___ 2. Guides the pupil in the analysis of his personal problems

___ 3. Recognizes serious problem cases

___ 4. Can work effectively with the specialized counseling services

___ 5. Contributes to and makes effective use of cumulative records

___ 6. Makes effective use of anecdotal records

___ 7. Makes effective use of diagnostic tests

___ 8. Selects and uses appropriate materials for remedial instruction in his field

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[9] Summarized from a checklist prepared by the School of Education, University of the Pacific

___ 9. Selects and uses effectively those standardized tests most appropriate for his purpose

___ 10. Attends and participates effectively in guidance workshops

Group II

For the following group of items, check the five items which you feel to be the most important for anyone properly fulfilling the guidance role of the teacher.

___ 1. Makes effective use of informal measurement techniques: questionnaires, autobiographies, checklists, and rating scales

___ 2. Assists the pupil in self-evaluation

___ 3. Makes case studies

___ 4. Refers serious cases to the specialist, with adequate background material

___ 5. Participates effectively in case conferences

___ 6. Makes effective use of parent conferences

___ 7. Provides pupils and parents with adequate reports

___ 8. Is familiar with common diagnostic and achievement tests in own and related fields

___ 9. Utilizes effective group guidance techniques

___ 10. Directs pupils to sources of information on vocational opportunities and careers

Group III

For the following group of items, check the five items which you feel to be the most important for anyone properly fulfilling the guidance role of the teacher.

___ 1. Identifies learning difficulties

___ 2. Provides effective remedial instruction within his field for groups and individuals

___ 3. Maintains effective relationships with the home

___ 4. Participates effectively in the overall guidance program of the school

___ 5. Conducts effective pupil interviews

___ 6. Guides the pupil in defining and accepting realistic goals

___ 7. Helps the pupil to understand his own abilities and limitations

___ 8. Utilizes a range of counseling techniques appropriate to his training and experience

___ 9. Makes effective use of sociograms

___ 10. Bases conferences and reports on accurate and adequate data

Guidance Competencies of the Teacher--Part B

Please indicate by a checkmark the relative importance you assign each of the teacher-competence statements below. The statements are to apply to all levels of teaching. Reactions to any or all statements are encouraged and may be conveniently written on the back of the last page.

	little necessity	moderate necessity	fairly great necessity	greatest necessity
1. Contributes to and makes effective use of cumulative records				
2. Identifies learning difficulties				
3. Selects and uses appropriate materials for remedial instruction in his field				
4. Participates effectively in case conferences				
5. Directs pupils to sources of information on vocational opportunities and careers				
6. Bases conferences and reports on accurate and adequate data				
7. Provides effective remedial instruction within his field for groups and individuals				
8. Is familiar with common diagnostic and achievement tests in his own and related fields				

	little necessity	moderate necessity	fairly great necessity	greatest necessity
9. Participates effectively in the overall guidance program of the school				
10. Selects and uses effectively those standardized tests most appropriate for his purpose				
11. Makes effective use of informal measurement techniques: questionnaires, autobiographies, checklists, and rating scales				
12. Makes effective use of parent conferences				
13. Conducts effective pupil interviews				
14. Guides the pupil in the analysis of his personal problems				
15. Recognizes serious problem cases				
16. Utilizes a range of counseling techniques appropriate to his training and experience				
17. Establishes effective relationships with individual pupils				
18. Makes case studies				
19. Makes effective use of sociograms				
20. Helps the pupil to understand his own abilities and limitations				
21. Provides parents and pupils with adequate reports				
22. Utilizes effective group guidance techniques				

	little necessity	moderate necessity	fairly great necessity	greatest necessity
23. Maintains effective relationships with the home				
24. Attends and participates effectively in guidance workshops				
25. Assists the pupil in self-evaluation				
26. Makes effective use of diagnostic tests				
27. Makes effective use of anecdotal records				
28. Assists the pupil in defining and accepting realistic goals				
29. Refers serious cases to the specialist, with adequate background materials				
30. Works effectively with the specialized counselling services				

Guidance Competencies of the Counselor

The group leader who chooses to work with unstructured meetings and a democratic environment will find the following checklist useful. Periodic ratings of self and group will indicate progress of the sessions and also growth of the group. Discussion of each item at inservice meetings will assist in interpreting rationale for procedures in the small discussion groups. The problem of freedom versus discipline is shared alike by teachers and counselors. To be creative, either the total class or the small group must be free from limitations of arbitrary rules. To be productive, such a class or group must have certain controls for effectual operation. Mutual understanding or teaching and counseling techniques enhances communication of roles.

Checklist for Group Leader

Check each item where growth has been observed.

___ 1. Members have developed ability to converse in a mature fashion, i. e., speak without asking permission and listen without interrupting.

___ 2. Group can make decisions independent of the adult leader.

___ 3. Members seem interested in better understanding themselves and each other.

___ 4. Members can identify their own goals.

___ 5. Members are able to express real feelings.

___ 6. Group handles its own "problem behavior."

___ 7. Many members offer suggestions for topics.

___ 8. Leadership shifts among the members.

___ 9. Group shows understanding of variance in opinion and disagreements.

___ 10. Members listen evaluatively to information offered by others.

___ 11. Members are willing to work in depth and shun verbalisms.

___ 12. Members feel free to disagree with adult leader.

___ 13. Members seem to have respect for people who are different from them.

___ 14. Members are sensitive to feelings of others.

___ 15. Members accept digressions from topic.

___ 16. Adult leader contributes to but does not dominate discussions.

___ 17. Adult leader refrains from evaluating ideas.

___ 18. Adult leader protects members from threat.

___ 19. Adult leader feels at ease with students of superior intellect.

___ 20. Adult leader is able to empathize with the group age level.

Value of Monthly Meetings

Monthly meetings of all personnel involved in the program contribute to their knowledge of methods and materials for working with gifted students and to coordination of efforts in developing the program. Resource persons may offer opportunities for professional growth to both counselors and teachers. Films on such topics as guidance in the classroom, understanding the gifted, group techniques, and role playing in human relations provide excellent sources for discussion. Some meetings should be planned as workshops in which curriculum is developed to meet specific needs of individuals or groups.

Part IV

TEACHING AND RESOURCE MATERIALS

The counseling-instructional program is a creative product of counselor and teacher interaction. Materials based on individual case study data and observations are predominantly ideational rather than directive. Teachers and counselors have found that background reading materials are most useful which provide information on the education of gifted students, facilitate application of guidance principles, and develop skill in promoting creative thinking. Monthly inservice training meetings are essential to program development. Through discussing case studies and sharing productive classroom activities, teachers and counselors learn new ways to challenge the intellectual power and to facilitate the full development of gifted learners.

Scope and sequence of program content depend uniquely on the particular students involved. Level of difficulty need not be observed, since the range of ability and achievement within grade levels may exceed the range between grade levels. The most intellectually mature grade seven pupil can handle more advanced concepts than the least mature grade nine pupil. Investigators found, however, that many groups in the demonstration program reconsidered topics of the preceding year and probed into ramifications which they had earlier failed to perceive.

Small Group Discussion Activities

The following small group discussion topics are examples of interests and concerns which were discussed by participants in the demonstration program. Although most groups enjoyed the independence of proposing their own topics, they occasionally relied on the counselor to suggest an idea:

1. Orientation of the discussion groups involved viewing objectives of the program. Some groups spent several sessions in evaluating program objectives, while others accepted them as indisputable. Growth in the following behaviors was discussed.

    a. Understanding of self--perceiving strengths and weaknesses and feeling a sense of personal worth.

    b. Love of learning--finding value in learning and feeling a "need to know," not just a "need for grades."

    c. Social conscience--developing sensitivity to feelings and needs of others and having regard and respect for others.

   - d. Tolerance for ambiguity--learning to consider more than one solution to a problem and accepting those situations which do not have "right" or "wrong" answers.
   - e. Creative thinking--working for originality and using imagination.
   - f. Quantity and quality of production--working productively but striving for quality.
   - g. Response to challenge--finding excitement in difficult tasks and persevering on problems.
   - h. Use of teacher--sharing opinions and theories with teachers and regarding them as resource persons.

2. What is a philosophy of life? Do we always have one whether we are aware of it or not? Does being aware have advantages? What are some of our basic beliefs? What are some of our guiding principles?

3. In writing about education, Schopenhauer said, "Maturity is the work of experience alone; and therefore it requires time. Youth, therefore, is the period for storing knowledge until such time as the faculty of judgment makes its appearance later on." How do students learn? Is judgment a "faculty" which "appears," or should youth practice use of judgment?

4. Dependency on parents: In what areas should teenagers be able to make independent decisions, or should teenagers follow adult decisions until about age 21?

5. Conformity: Americans have been described as showing an increasing tendency to go along with the crowd rather than maintain individual judgments. Since the democratic way of life requires independence in making judgments, the problem of conformity has great social importance.

   - a. What is a definition of conformity? Is conformity good or bad?
   - b. In how many situations is conformity an advantage?
   - c. Does conformity indicate lack of independent thinking?
   - d. Why do some people tend to be nonconforming in situations where most people go along with convention or traditions?
   - e. What factors influence persons who yield readily to group pressures, who easily change their own opinions, and who go along with the ideas of those around them?
   - f. Can the students give examples of having trouble deciding whether to act on their own judgment or of doing what seemed to be expected by others around them?

    g. What considerations are usually involved in making a decision on whether to conform or to be "independent?"

6. Plato speculated on the nature of an ideal society in his Republic. If the students were assigned the task of describing a model for society today, what would be included in their outline?

7. Aristotle said, "We may define happiness as prosperity combined with virtue; or as independence of life; or as the secure enjoyment of the maximum of pleasure; or as a good condition of property and body, together with the power of guarding one's property and body and making use of them."

    a. Would the students add to his definition , or would they delete something?

    b. What makes a person happy?

    c. In what ways might happiness depend on others?

    d. Is happiness mostly in or outside of our control?

8. Benjamin Franklin, in "Proposals Relating to the Education of Youth," stated that, "The great aim and end of all learning should be the development of ability to serve mankind, one's country, friends and family." Why would the students' aim for education be the same, or how would it differ?

9. Does man make history, or do the times make the man?

10. Thomas Macaulay, a nineteenth century British writer and reformer, in his essay on Machiavelli, criticized Machiavelli's idea that a good of the state exists distinct from the good of its members. Do the students agree or disagree with Macaulay that society and laws are justified only if they promote "the sum of private happiness?"

11. When character building is spoken of, what is meant? Why is character development important to the individual and to society? Should the primary aim be development of the individual for the good of the individual or for the good of society?

12. John C. Calhoun in the "The Concurrent Majority" (an essay on government) stated:

> Liberty, indeed, though among the greatest of blessings, is not so great as that of protection; inasmuch as the end of the former is the progress and improvement of the race--while that of the latter is its preservation and perpetuation. And hence, when the two come into conflict, liberty must, and ever ought, to yield to protection, as the existence of the race is of greater moment than its improvement.

What did Calhoun mean? If "liberty" versus "protection," were to be debated, which side would you take and why?

13. Is man born "human?"

14. Define liberty. Defend the statement, "The greatest liberty is within the law."

15. Is anyone ever free from social control? What are "social controls" imposed by folkways? From ceremony and ritual? Others?

16. Can group influences be easily put aside?

17. Can human personality develop as well in isolation as in groups?

18. Are inventions usually the product of a single man of genius?

19. Is prejudice an instinct?

20. What is the advantage of making actions habitual? Can someone be too much regulated by habit? Is it harder to acquire new habits or to break old ones?

21. Would a hermit have a "social self?" Does an element of self exist which remains the same in all relationships? When the role changes from "student" to "son" or "daughter," does the self change too? Can a person maintain the same self in all situations? Should people try?

22. Is self-esteem the same as self-confidence? What are the relationships to selfishness? How can we distinguish "selfishness?"

23. How do people think? Are there different kinds of thinking? Can people think without feeling or feel without thinking? Is believing a form of thinking?

24. If you had a choice, in what order of importance would you place the following: being a good athlete, being a good student, being popular, being one who understands and accepts other people? How would you like most to be remembered when you leave school?

25. What is an "in" group? What makes a person "popular?"

26. What starts a fad? What purposes do fads serve?

27. What are major influences on human behavior?

28. Is man's nature basically "war-like?" Is the human being born with a need to battle, or do wars "begin in the minds of men?"

29. Is it the nature of man to "do the right thing" or the wrong thing? What determines choice between right and wrong? Why do people do wrong?

Are the wise always good?

30. What would happen if history were eliminated as a subject in school?

31. Cheating: Why do people cheat? Is cheating a serious problem in our school? What should our responsibility be?

32. How would you assess the civil rights problem in this locality?

33. If you could be someone other than yourself, what person (a) in the past and (b) in the present would you like to be?

34. What would happen if no one had to work for a living? How would people prepare for such a life?

35. Why do we tend to make "socially acceptable" remarks to each other? Do our reasons change as we grow older?

36. What do we mean by "freedom?" What do we mean by "responsibility?" Are freedom and responsibility compatible?

37. What is your reaction to the following statement? All behavior is aimed at meeting two basic human needs--the need to feel worthwhile to self and others and the need to love and be loved.

38. What is your reaction to the following statement? All problems center around one basic problem, the feeling of aloneness.

39. Do people have the right to demonstrate against constituted authority?

40. Is too much emphasis placed upon preparation for the future and not enough on making living today worthwhile and full (i. e., elementary school is preparation for high school, high school is preparation for college)? Approximately one-third of the life span is spent "in preparation."

41. How can we "change" other people?

42. How do people develop a concept of self? "Who am I?"

43. What is school spirit? What makes it good? What responsibility has the individual?

44. How would you set up a civilization on another planet?

45. Do we do what is "the greatest good for the greatest number," or do we start with the individual and his freedom?

46. Discuss grades in terms of the difference in meaning and value to parents, teachers, and students.

47. Discuss teacher-pupil relationships in terms of differences and similarities in expectations, perceptions of standards, and attainment of goals.

Classroom Activities

The following activities in English and social science classes are examples of lessons which were based on accumulated data in individual case study records. These activities were designed to (1) meet educational and guidance needs; (2) promote educational and developmental goals; (3) promote more effective learning of English and social science; (4) to advance communication skills; (5) encourage development of a set of values and a philosophy of life; and (6) emphasize creative behavior in areas of creative thinking, associational fluency, adaptive flexibility, and sensitivity to problems. Many of the sample lessons might be included under more than one of these categories. For example, a lesson planned to meet one individual's guidance needs might also promote more effective learning in English.

Activities for Education and Guidance

1. An inventory sheet including the following should be made at beginning of school: What is your favorite school subject? Why is it your favorite? In what subject do you do your best work? Why do you think you do best in this subject? In what subject do you do your poorest work? Why do you think you do poorest in this subject?

2. Stimulus stories should be read to show examples of personality traits. The class should be divided into small groups for this discussion.

3. What are your strengths and weaknesses? Each student in the program was assisted in evaluating his strengths and weaknesses in individual conference with the teacher.

4. Committee assignments should include the following: How can we solve the problems created by the size of our school? How can we cope better with problems arising from differences in the background of students here?

5. a. After a study of the phases of character and the techniques used to portray a character in literature, a character sketch should be assigned to be written as though one of the parents of each student had written the sketch.

   b. A character sketch should be written by the student as though his best friend had written the sketch.

   c. The culminating activity includes "Who Am I?" (capabilities, personality, emotional makeup, physical makeup and so forth); "Where Am I Going?" (educationally, vocationally, and so forth); "How Will I Get There?"

6. Select three of your friends to be interviewed. You should choose three people who, you believe, will be frank and honest in giving their opinion. Interview one at a time. You are more likely to receive more thoughtful responses in private.

   a. Explain that you are taking a survey of what teenagers (or grade seven students) think are the most liked and least liked characteristics of people they know.

   b. Ask them to name characterisitcs only, not people by name. Report by comparing and contrasting the three responses objectively. Then summarize your own opinion of the responses from the interview.

7. Define misery. Write a composition beginning with, "Misery is. . .".

8. Make a list using the following topics:

   a. "What I Expect From My Parents."

   b. "What My Parents Should Expect From Me."

9. Keep a diary about "school and you." Write one paragraph daily for two weeks.

10. If you could choose any occupation you would like without regard to restrictions involving talents, education, age, money, or social status, what would you be and why?

11. The teacher should select a current controversial issue in the school, community, or nation and assign a student to gather and report opinions from the student body, teachers, and parents.

12. The class should be assigned for discussion: What would be the characteristics of an "ideal" student?

13. List in order of importance the qualities you would look for in choosing your congressman.

14. In several schools students discussed the question, "What influences people's behavior?" General agreement existed on the subjects "People determine the behavior of people," and "A person's behavior is related to expectations of the group." The following kinds of influences were suggested.

habit ______
moods ______
laws ______
fears ______
customs ______

will power ______
family training ______
conscience ______
needs ______
moral standards ______

   a. Add your own ideas to the above list.

   b. Number each idea according to your opinion of their order of importance in influencing behavior.

   c. Write an explanation of why you chose the one you did as most important.

15. Many people act differently in the same kind of situation. What are some ways in which people can and do find relief in a tense or uncomfortable situation?

16. Use the following sentence as the first sentence of a character sketch: "Everyone turned and looked as he walked by."

17. In your opinion, who was one of the greatest persons who ever lived? Justify your choice.

18. Choose a dramatic incident from history, or a fictional situation from literature, and write down your thoughts about it. Try to select one to which you reacted strongly.

19. The teacher should keep a question box and should invite students to propose significant questions for discussion and study. These should come under, "Things I'd like to know."

20. The teacher should also keep a suggestion box in which "gripes" or problems may be dropped anonymously.

21. Write a one-page essay beginning, "I get mad when. . .".

22. The teacher should develop, with students, a list of interesting activities and hobbies.

23. During class discussions, the teacher should give one student a class list and request a tally of times each student contributed to the discussion. These "participation polls" offer objective evidence to those students who may need to be more aware of their lack of involvement.

24. The teacher should put on a mock trial in which a hypothetical student is tried for wasting time, not completing assignments, not doing homework, and so forth.

Activities to Promote English and Social Science Learning

1. The following can be used as independent projects for research:

   a. Search for culture bias in food, superstition, charms, taboos, and so forth.

  b. Select some phase of culture, and trace its development from prehistoric time to the present; this can include areas such as disease control, law and government, or education. Note important contributions to our social heritage.

  c. Investigate culture traits that have been borrowed from other nations, material and nonmaterial.

2. In the novel Great Expectations, what do you think were the contributing factors in Pip's changing values?

3. Prepare one newspaper issue which would have been appropriate for a weekly publication in Babylon, or fifth century Rome, during the Crusades, and so forth. Sections could include "Letters to the Editor," "Classified," "Personals," "Cartoons," "Editorials," and so forth, as well as news items.

4. Compile a dictionary of interesting words, entitled, "How Did That Word Get Into Our Language?" The following references contain many interesting expressions that may be used in compiling the dictionary:

   Charles E. Funk and Charles E. Funk, Jr., Horsefeathers and Other Curious Words. New York: Harper & Row, Publishers, Inc., 1958.

   Charles E. Funk, Heavens to Betsy and Other Curious Sayings. New York: Harper & Row, Publishers, Inc., 1955.

   Charles E. Funk, Thereby Hangs a Tale: Stories of Curious Word Origins. New York: Harper & Row, Inc., 1950.

   The following words, together with their definitions, are interesting examples of what a student may find in these references:

   cardigan: This buttoned sweater got its name from the Earl of Cardigan, commander in the famous Charge of the Light Brigade at Balaclava during the Crimean War. The loose, swinging raglan overcoat is also named for a figure in that war, Lord Raglan.

   dunce: By a strange twist, the name of a learned theologian and philosopher of the thirteenth century, John Duns Scotus, has come to mean "simpleton." Opponents of his doctrines called his followers Dunses in derision; the name stuck.

5. Either project a picture on the screen or distribute a different one for each student as stimulus for writing a story. Choose pictures of people whose ages differ from the age levels of the students.

6. Request each student to submit five test questions on a unit, chapter, and so forth. Use the questions for a class test.

7. Under the heading of "man and society," the philosophies of the following people should be introduced:

Marsilius:	The group is more important than the individual. "Every whole is greater than its parts."
Hume:	The first philosopher to present the idea that there never was a free state of man.
Locke:	People bound themselves together to create an ordered society; but when the government becomes irresponsible, the people have the right to revolt.
Rousseau:	"Man is born free and everywhere he is in chains." He saw growth in personal possessions and concentration of population as yielding vice and crime. "Finally, each man, in giving himself to all, gives himself to nobody."

As an assignment, select one of the above writers and read about his philosophy. Answer the following questions using your own philosophy:

a. What is man's relationship to society? Does the individual exist for society, or does society exist for the individual?

b. How can the individual be most effectively controlled? What is the social control which ensures the existence of society?

8. Under the general heading "social change" may appear topics for written reports, debates, open discussion. These should be related to the historical period being studied as a basis for review of the semester's study or as focal points for interpreting great personalities and their effect on history.

a. Plato said man can mold society to his rational will. Is human will ever a factor in social change? Is social change largely a natural process? Is group interaction the major cause of social change?

b. What is the aim of society? If it is "the good life" as Plato said, is justice the basis? Do you believe, as did Machiavelli, that the end justifies the means? Is individual interest or group interest more influential in effecting social change? Are people more responsive to ideals or to personal interest in working toward social change?

9. Alexis de Tocqueville was only twenty-six years of age when he wrote Democracy in America. Written by a Frenchman over 130 years ago, this document is still considered one of the best descriptions of the democratic way of life in America. De Tocqueville concluded Volume I with an interesting comparison of Russia and America. He wrote:

There are, at the present time 1835, two great nations in the world which seem to tend toward the same end, although they started from different points: I allude to the Russians and the Americans. Both of them have grown up unnoticed; and while the attention of mankind was directed elsewhere, they have suddenly assumed a most prominent place among the nations . . . All other nations seem to have nearly reached natural limits, and only to be charged with maintenance of their power; but these are still in the act of growth: all others are stopped or continue to advance with extreme difficulty; these are proceeding with ease and with celerity along the path to which the human eye can assign no term. The American struggles against the natural obstacles which oppose him; the adversaries of the Russian are men: the former combats the wilderness and savage life; the latter, civilization with all its weapons and its arts: the conquests of the one are therefore gained by the plowshare; those of the other by the sword. The Anglo-American relies upon personal interest to accomplish his ends, and gives free scope to the unguided exertions and common sense of the citizens; the Russian centers all the authority of the society in a single arm: the principal interest of the former is freedom; of the latter, servitude. Their starting point is different, and their courses are not the same; yet each of them seems to be marked out by will of Heaven to sway the destinies of half the globe.

a. Considering that de Tocqueville was only twenty-six years old and that he remained in the United States only for nine months, write your reaction to some of his statements and conclusions in the foregoing paper. Be specific by stating to what you are reacting and by including the statement in your report.

b. De Tocqueville was convinced that domocracy was the "wave" of the future. Do you feel that he was correct? Support your statement with specific details. At various times in history, various forms of government like monarchy, democracy, communism, have been prominent. What "wave" do you feel might be the next one of the future? Tell why you feel this way.

c. De Tocqueville says that, to those who have fancied an ideal democracy to be a brilliant and easily realized dream, he has endeavored to show that they had clothed the picture in false colors. These persons might be termed "idealists." Define an idealist. What basically is difficult about being an idealist?

d. Interpret the meaning of the following passage:

> The Anglo-American relies upon personal interest to accomplish his ends, and gives free scope to the unguided exertions and common sense of the citizens: the Russian centers all the authority of society in a single arm: the principal instrument of the former is freedom: of the latter, servitude.

e. One hundred and thirty years have passed since de Toqueville wrote the words quoted in the question above. What do you feel he would write were he to write about the same two countries today?

f. What do you think will happen when Americans no longer have "the natural obstacles" to struggle with?

10. Plato's philosophy was closely linked to the conditions of Greek civilization. Although his thinking corresponded to the teachings of Socrates and reflected a practical idealism, his point of view has also been described as "radical pessimism." This pessimism is noted in his prediction of the sequence of government from aristocracy to timocracy, to oligarchy, to democracy, and finally to tyranny. If Plato could be here to study democracy in the U. S., what evidence would he find that his prediction would not hold true in our present civilization? (As an individual enrichment project to be conducted during study of ancient civilizations, define terminology, and find examples of each to determine whether Plato's prediction of sequence was accurate.)

11. Benjamin Franklin in a letter to Josiah Quincy said, "There never was a good war or a bad peace." Explain why you agree or disagree with his statement. This statement could be tested by doing research on various wars. The outcomes or gains of wars should be weighed and compared with the extent of destruction and violence; for example, World War I and the subsequent degradation of Germany can be compared with Germany's acceptance of Adolph Hitler and the National-Socialist Party with all its ramifications. The students could present the results of their inquiry in the form of a written assignment or in discussion form.

12. Aristotle taught that the state was natural and that man was naturally a political being. If Aristotle had had the power to know what would occur in the centuries which followed the golden age of Greece, do you believe he would have changed this teaching? Why? Or, why not?

Assign the question for consideration by small committees during culmination of the study of ancient civilizations. The same technique could be used in investigating the city states of ancient Greece, the guilds of Medieval Europe, unification of Germany, the development of the Magna Carta, the Russian Revolution, and the American colonies.

13. In the late eighteenth century St. Jean de Crèvcoeur, author of Letters from an American Farmer, wrote;

> Here individuals of all nations are melted into a new race of men, whose labors and posterity will one day cause great changes in the world. . . . The American is a new man, who acts upon new principles; he must therefore entertain new ideas and form new opinions.

a. What "great changes in the world" have Americans occasioned? How have they affected the world?

b. Do you think that the social and moral values of the twentieth century differ from those of the eighteenth century American? In what way? What are your basic social values?

c. Have all people been included in this "melting" process? Do you think that a new race has been created? If so, how does it differ from the previous race?

d. To what extent do you feel de Crèvecoeur's predictions have been fulfilled during the past 200 years?

14. More than 600 years ago Dante (1265-1321) wrote in "On World Government," "Human freedom consists in being ruled by reason and in living for the goal of mankind. Such freedom is possible only under world government."

a. Do you think that during the years since Dante lived history has tended to support or to contradict his statement?

b. How would world government help or hinder man's progress?

c. Is human freedom possible in a world organization which has individual countries practicing different sets of values?

15. During the first half of the nineteenth century, Francois Guizot, the French statesman and historian, wrote,

> We, of the present day, are content with our condition, let us not expose it to danger by indulging in vague desires, the time for realizing which has not come. Much has been given to us, much will be required of us; we must render to posterity a strict account of our conduct; the public, the government, all are now subjected to discussion, examination, responsibility. Let us attach ourselves firmly, faithfully, undeviatingly, to the principles of our civilization - justice, legality, publicity, liberty . . . .

a. Be prepared to discuss and define the following in class: justice, legality, and liberty.

b. Do you think a statesman in the United States today might make those remarks of Guizot? Explain which ideas you feel might apply to the nation's situation today and which ones would not.

16. The Roman historian Tacitus said history can do no greater good than "to let no worthy action go uncommemorated" and to condemn "evil words and deeds in the eyes of later ages." If you were assigned the task of writing about a great man who has been mentioned, what worthy actions and what evils would you include in your reporting? Using the names of men from the social science material (Julius Ceasar, Napoleon, and others), assign a research team the task of evaluating evidence for worthy actions and for evil words and deeds. Select a panel to study

the findings of the research team and to present these findings for class discussion. Does history condemn or does history romanticize the great accomplishments and play down the injustices? Does history make heroes out of opportunists?

17. The following criteria should be used for judging the importance of a current event:

    a. Does this event affect large numbers of people?

    b. Does the event involve some major action?

    c. Does this article on a current event give useful information, such as scientific information?

    d. Does this article on a current event clarify or solve some problem?

    e. Does this article report the latest step in some action, such as a war or a political campaign?

    f. Does this article tell about future trends or possible future trends such as automation and so forth?

    g. Is the article a report about the unique achievements of some person or group, or is it about some famous person?

    h. Does this report tell of art, literature, or some other creative activity?

    A person should ask himself these questions concerning each current event:

    a. What is the implication to you of this happening in relation to your being a citizen of the nation?

    b. What is the personal implication as far as you as an individual are concerned?

    A student should be prepared to answer the following concerning current events:

    a. Defend your selection of each current event in light of the above criteria.

    b. Make predictions as to what may happen in the future under certain conditions.

Activities to Advance Communication Skills

1. For one week as you go about your home and school activities, look

for some act of others that you can sincerely praise. Note the effect on the person and on yourself. Record your impressions; and using this data, write a theme on "The Value of Praise as a Device to Influence Behavior." (Be sure to distinguish between praise and flattery.)

2. Prepare a chart with six columns titled: "Love of Family," "Self-Interest," "Thrift," "Health," "Fear," and "Keeping up with the Joneses." Study advertisements on television and radio, in newspapers, in magazines, and on billboards. Record each advertisement in the column of the category to which the advertiser is appealing.

3. Purposefully listen for gossip and rumor for one week. Each time you hear gossip, try to determine whether it is malicious, idle talk, or simply an attempt to raise one's own prestige by lowering another's, and so forth. Write a theme on "Gossip as a Form of Communication."

4. The following can be used for class discussion: We communicate in many ways other than by language; for example, laughter can have several messages. How many can we name? Compare "laughing with" and "laughing at." How do people feel about ridicule and laughter directed at them?

5. The essence of communication lies in the accuracy with which it is understood by the receiver and the accuracy with which the sender expresses his meaning. It is important to perform all of the following:

   a. Develop a critical attitude; and investigate facts before making decisions.

   b. Learn to recognize fallacies in thinking and to detect devices that hinder straight thinking.

   c. Acquire skill in applying the scientific method of thought to individual and social problems.

   d. Above all, respond with respect for ideas, feelings, and rights of others.

   e. The teacher should discuss wishful thinking, rationalization, false analogy, assumptions, double meaning, begging the question, superstition, and prejudice.

   f. After compiling a list of superstitions of class members, the teacher should discuss how each might have originated.

   g. The teacher should show how prejudice is revealed in stereotyping, "scapegoating," and labeling.

   h. The teacher should assign one night's television programs to monitors who will record examples of fallacies in thinking and report to class.

6. The following propaganda techniques and devices should be taught to and well understood by gifted students:[1]

   a. In using "name calling," as we know, people tend to summarize whole areas of their experience under labels. When the listener hears them, he is flooded with emotion; his mind stops working on a logical basis; and he may, without giving his decision careful thought, take the action desired of him by the persuasive talker. Using name-calling labels, the speaker hopes to produce a negative reaction to the listener against some thing, cause, or person. For example, the term "Communist" is an emotion-laden label in America and has sometimes been devastatingly applied to people who have not been Communists. Similarly, the speaker may refer to those who have different views from his as "crackpots," "radicals," and so forth.

   b. Many speakers use "glittering generalities." This technique works in a fashion similar to the name-calling, but in this case the labels are likely to illuminate the speaker's cause and to place anything or anybody supporting it in a favorable light. Examples of such labels are: freedom-loving, democratic, American, Christian, efficient, patriotic, and friend. Such words often fill the listener with good feelings so that he accepts the speaker's proposition without reasoning it out. A political candidate may be introduced as "that great, democratic, freedom-loving, patriotic American." In the face of these "glittering generalities," a listener can scarcely believe otherwise.

   c. Using "transfer" as a device, the speaker frequently refers to sources of authority, prestige, or reverence that his listener respects. He does not explicitly say that the sources support his cause, but he gives the impression that they do. Such sources might include a church, a highly respected civic organization, the flag, the will of the people, or public education. As the political candidate speaks, he may tell about attending church, belonging to civic groups, attending local schools, and having respect for the will of the people. Hearing this, many listeners are likely to make a "transfer." Assuming that the sentiments expressed by the candidate are genuine, they rally behind the man, people assume that these groups whose names he recites support the candidate, even though he has not said so specifically.

   d. Using "testimonial" in support of his cause, the speaker cites testimony from respected well-known people, or he may call on them to give the testimony personally. A famous movie star may appear on television and testify to the favorable mechanical feature of a new-model car that is being advertised. Because the star is well-known, the noncritical listeners fail to question whether the actor is qualified to talk about technical factors in a car. Instead, the actor's words may persuade uncritical listeners to buy the vehicle without question.

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[1] Ralph G. Nichols and Leonard A. Stevens, Are You Listening? New York: McGraw-Hill Book Co., Inc., 1957, pp. 134-37.

e. Through the "plain folks" appeal, listeners often readily accept the word of a person who seems to be very much like them. On the other hand, people sometimes are suspicious of other people who are different from them. The persuasive talker may take advantage of this fact in human nature and try to sway his listeners by doing things to make himself appear to be one of them. A well-dressed salesman visiting the foreman of a machine shop may remove his coat and necktie before entering the shop. Inside, he practically forces handshakes out of the grease-smeared workmen to show that he, like them, does not mind dirty hands; and he may use bad grammar, mixed with considerable cursing, because he thinks this is how the average shophand talks. If his outward change of character is accepted by the foreman, the salesman has a better chance to gain acceptance of what he says in his sales talk.

f. When a persuasive talker "stacks his cards," he edits his oral material in his own favor. Any evidence that supports his proposition is spoken, but adverse evidence will be shrouded in silence. "This vacuum cleaner," says the salesman, "has nine wonderful features." He enumerates them, but he makes no reference to the poor features, of course. The noncritical listeners accept what they hear, failing to look beyond the spoken words for the full evidence.

g. The "band wagon" device appeals to follow-the-herd instincts that are strong in most of us. A persuasive speaker, pointing out that many people have accepted his proposition, tries to leave the listener with a feeling that he too should join the crowd. A television announcer appears on the screen holding a package of cigarettes. "Two-billion of these were sold last year," he states. "Everyone is buying them." He may say that the makers expect to sell three billion this year. The announcer may give no solid evidence regarding the quality of the cigarettes, but the listeners, not exercising their critical abilities, may buy the cigarettes simply because they think everyone else is buying them.

h. Alleged scientific or "pseudo-scientific" proof is offered to convince a television audience that a product is superior. Examples are the "glass stomach," "tooth paste tests," and so forth.

i. Using "reiteration" as a propaganda device, a speaker repeats a statement over and over. People have a tendency to believe what is familiar to them. If people hear a statement often enough, they accept it as truth.

j. Speakers often use "volume control" as a device. Certain statements they speak more loudly than others because many people have a tendency to accept as truth those statements that are emphasized in this manner. Examples are the innumerable times that commercials on television come in with an increase of volume.

7. The following should be prepared by the students as written assignments:

   a. Write a definition of propaganda.

   b. Find two examples of each of the propaganda techniques discussed above. Write out the examples, and label them as to which techniques they represent.

Activities to Encourage Development of Values and a Philosophy of Life

1. The following activities are designed to encourage development of sound values and a worthwhile philosophy of life based on the best thinking of writers and philosophers:

   a. Compare the traits of two characters, responsible and irresponsible, in "Mr. Brownlee's Roses" by Elsie Singmaster.

   b. Consider the values of basic honesty and truthfulness when reading "The Necklace" by Guy de Maupassant.

   c. Consider man's greed and similar evil characteristics when studying the "incorruptible man" in "The Silver Mine" by Selma Lagerlöf.

   How did any of these stories change, contradict, or affirm a value, principle, or an idea that is important to you?

2. Write a play about a small community of good people, and show the excellent qualities of each character you include. Make clear what values they hold. Assign the role of one of them to yourself. A big city "confidence man" is just about to take over the town. What will you do to save it?

3. Aristotle saw man as a social animal and society as a natural extension of human relationships. Hobbes, a seventeenth century philosopher, described society as an unpleasant necessity organized by men for self-preservation. Hobbes viewed man as a creature who could not endure the state of nature and who consequently organized society through a contract in which man relinquished certain rights in return for protection from his fellow men, thus giving unlimited power to government. Aristotle seems to have held a more kindly view of man's nature than did Hobbes, who saw man as a creature who was moral only to avoid punishment and who joined with others only from "fear of pain and a desire for power."

   a. Read Ralph Waldo Emerson's essay, "Self Reliance." With which of the three philosophers discussed do you agree?

b. Present a panel of six members representing the three philosophies; this should be followed by class discussion.

c. Assume the role of Aristotle, Hobbes, or Emerson, and defend your philosophy against one of the others.

4. What is a philosophy of life? Do we need one? Do we always have one whether we are aware of it or not? Any advantages to being aware of having a philosophy of life? What are some of our basic beliefs? What are some of our guiding principles? What kind of person would an "ideal" mature adult be? What would you like to contribute to our society?

5. John Ruskin, a nineteenth century critic of art and society, deplored the loss of certain values which he viewed as being destroyed by the advance of science, technology, rapid communication, and rapid transportation. He wrote "An Idealists's Arrangement of the Age," in Fors Clavigera, for the following purpose:

> To talk at a distance, when you have nothing to say though you were ever so near; to go fast from this place to that, with nothing to do either at one or the other -- these are powers certainly. Much more, power of increased production, if you indeed had got it, would be something to boast of. But are you so entirely sure that you have got it -- that the mortal disease of plenty and afflictive affluence of good things are all you have to dread?

a. Write a letter addressed to Ruskin stating what advantages mankind has gained through scientific advances of the twentieth century, or take the stand that you agree with him and tell him in what ways his fears were justified.

b. Debate the above topic.

c. What changes might take place in the next 20 years? How will these changes affect the life of the next generation?

d. What might man do with his leisure time?

6. "Liberty is a boisterous sea. Timid men prefer the calm of despotism." - Thomas Jefferson. What did Jefferson mean by this statement? What are the implications for people today?

7. In what ways does [this book] give the reader any special understanding of how people think and act? Are forces like ambition, greed, hate, love, the will to serve others, and so forth, seen as influences?

8. Why do you approve or disapprove of people's behavior and of their attitudes toward life as seen in [this book] ?

9. The good or evil in a person's life sometimes grows out of the strengths and weaknesses or the virtues and defects in his character. How is this

true of any character in [this book] ?

10. What are the causes of students dropping out of school? What might be done to help the dropout situation?

11. Man's greed and other evils can get the best of him, even if he does take precautions. Other people are incorruptible, as was the parson in "The Silver Mine" by Selma Lagerlöf. This story also provides the basis for a discussion of the people's needs versus governmental needs.

12. A discussion of loyalty and other values can be based upon Eric Knight's Lassie Come Home.

13. Each student entering high school seeks his own particular niche or goal. A comparison of the right way and the wrong way of achieving this goal and a study of parental values and attitudes toward achieving the goal are provided in "Trademark" by Jessamyn West.

14. Read The Thread Runs So True by Jesse Stuart; compare education today and education yesterday in terms of individual needs.

15. Discuss the making of a great man, Abe Lincoln, and ask whether or not today's children could adapt themselves to his early environment. Discuss the pioneering spirit and progress of a nation: what are the capacities of today's people? The influence of time and necessity are also factors for discussion in Abe Lincoln Grows Up by Carl Sandburg.

16. Discuss the values of courage and judgment, as reflected in Mark Twain's "A Pilot's Needs."

Activities to Develop Associational Fluency

Associational fluency requires skill in seeing connections, understanding relationships, making relationships, making synonyms, analogies, and so forth.

1. Different things bring a feeling of happiness or pleasure to different people. Happiness thus can be expressed in a number of ways: For example, happiness is the sound of a silver dollar clanking in a piggy bank, or the smell of a rose on a spring breeze. How many similar expressions can you make regarding things that give you pleasure?

2. Pretend that you are alone on an island. You have been washed ashore with nothing but your clothes and some paper clips which you found in your pocket. How many ways can you think of to use the paper clips to help you on the island?

3. How many ways can you think of to improve the succession of office of President of the United States?

4. List as many topics for five-minute speeches as you can thing of in five minutes.

5. If Charles Dickens lived today what questions would you ask of him? List as many as you can.

6. When you see a raven or read about one, the idea called to mind by feathers, ebony, noisy, or gloom may come to your mind. List all the ideas that come to mind when you think of symphonies, magic, rain, coconuts, feet, daisies, football, and horses.

7. What are the new frontiers that modern pioneers might conquer? List as many as you can.

8. Rewrite each of these statements in as many different ways as you can without changing the meaning.

   a. The chains of habit are seldom heavy enough to be felt until they are too strong to break.

   b. The first step to failure is the first doubt of yourself.

   c. Honking your horn does not help as much as steering wisely.

   d. A chip on the shoulder usually indicates a block of wood nearby.

   e. There is more power in the open hand than in the clenched fist.

   f. We may not always be rewarded for our deeds, but we are sure to be judged by our misdeeds.

   g. Winners do not quit; quitters do not win.

9. Complete the following phrases. Use your imagination in choosing a relationship. No responses are to be considered right or wrong, but you must be able to explain your association of ideas.

   a. Weed is to seed as __________ is to __________.

   b. Dog is to man as __________ is to __________.

   c. Fear is to love as __________ is to __________.

   d. Work is to play as __________ is to __________.

   e. Knowledge is to education as __________ is to __________.

   f. Man is to earth as __________ is to __________.

   g. Moon is to sky as __________ is to __________.

   h. Foot is to travel as __________ is to __________.

10. Substitute synonyms for the underlined words in the following sentences:

    a. I bought the prettiest blue shoes I could find in the little old town near the border.

    b. We made slow progress over the twisting, rocky path to the house on the mountain.

    c. They went rapidly into the huge enclosure to meet the returning travelers.

    d. The elegant feast was a fitting end to the ceremonial.

11. List all the words you would use to describe a happy thing, a beautiful sunset, a quarrel, a victory, an ocean storm, a million dollars, or shoes that pinch.

Activities to Develop Adaptive Flexibility

Adaptive flexibility involves the number of approaches or strategies the student uses in seeking solutions, the number of changes he makes in interpretations, or the number of changes he makes in the direction of his thinking.

1. In Dicken's novel Great Expectations, how would the story have been different if Miss Havisham had been Pip's benefactor?

2. In Shakespeare's Romeo and Juliet, how might the play have ended if Romeo had not killed Tybalt?

3. What would be a good title for the following works?

    a. A magazine about big game hunting

    b. A book about a high school student who was captured by a Martian

    c. A television series about a man who can read other people's thoughts

    d. A short story about a "teenager" who made the Olympic team

    e. A poem about sailing in a strong wind

4. We are going to reorganize the world to make it a better place in which to live. You are appointed as chairman of the committee for this reorganization. What will the world be like when you have finished?

5. How else could Germany have recovered after World War I except by a dictatorship?

6. On the basis of what we know today, how could we have prevented World War I?

7. What alternative solutions do you have to the United Nations to obtain and keep world peace?

8. Defend the following statement: Imperialism is good because it has brought culture to the savages.

9. If man could foresee that the earth would be without any type of moisture in 20 years, what steps should he take?

10. What would happen if all mankind were to live to the age of approximately five hundred?

11. Suppose that the hamsters have so increased in number that they have taken over the world. What is the part played by man in this new world he no longer controls?

12. What might have happened if the Russians had remained for another seven years at Fort Ross?

13. What might have happened if Sutter had not had $30,000 to buy the cannon?

14. In what other ways could Steinbeck have exposed Jody in the Red Pony to the cruelties of nature and man in his education for adulthood?

15. What other explanations could the Greeks have made for the world around them than the explanations they did made?

16. Using the knowledge you have gained from the study of mythology, write an original myth which explains something in the world around you.

Activities to Develop Sensitivity to Problems

1. Conduct research on the problem of starting a small business. After completing the research, organize a business and set up its management. List the difficulties which you expected. How were these difficulties resolved in your planning?

2. Study the problems confronting the American immigrant at the beginning of this century.

   a. In what ways do you feel that living in large cities has changed?

   b. What still needs to be done to improve working and living conditions for the urban poor?

   c. How has the attitude of society changed toward immigrants? What reasons can you give for this change, if any?

   d. How many ways can you think of to improve living conditions in slum areas?

3. Read a stimulus story or an article from Life magazine on the American Negro. As an assignment, take one of the minority groups (Jewish, Negro, Mexican, American Indian, and so forth), and find what you can about the life and treatment of these people in our American culture. Assume the role of one of these people, and write how you feel about your place in the culture.

4. Using a picture stimulus, a theme, covering the following points, should be assigned:

   a. What has happened just before the events shown in the picture?

   b. What is happening now?

   c. What will happen next?

5. Pretend that you are an illiterate native in Africa. Your country has finally overthrown the European power which had owned if for centuries. Now that your country is independent, what is the best kind of government to set up if most of the people are illiterate like yourself? Give reasons for your answer.

6. In Egypt after the period of oppression under the Hyksos, the Egyptians, wanting the security of a strong central government, accepted a pharoah with complete power. This pharoah demanded complete loyalty to Egypt. The Egyptians had no freedom of speech, of government, or of religion. Each man had to be like every other man. What dangers would have been present, and what stifling effects on the spirit of man would this totalitarianism and conformity have had?

7. On the Tell-el-Amarna tablets was recorded the diplomatic correspondence between the Egyptian king and the Babylonian, Assyrian, and Hittite nations. What problems do you think might have been discussed? Do similar problems exist today?

8. Jack or Jacquelyn is a student in grade eight at an intermediate school in a large suburban school district. List some problems or factors that he or she might need to be thinking about in terms of: what kind of a person is he or she, and what kind of person does he or she want to be?

9. In view of the type of government the Russians had under the Czars and Bolsheviks, what chance of success would a Russian government have after the Russian revolution if it were based on democratic ideals, such as the United States government. Why?

10. Imagine that you are a member of the Peace Corps and are being sent to a country in Europe. Pick the country which you think especially needs your help, and tell what you would do in that country.

11. What would happen if people could become invisible whenever they wished?

12. Imagine that you are interviewing people on television. What three questions would you ask each of the following people?

    a. A cuban refugee who just arrived in this country

    b. The man who was awarded a medal for saving the victim of a mine cave-in

    c. The inventor of a magnetic control for highway safety

    d. A fireman who refused a contract with the Metropolitan Opera

Part V

EVALUATION

Evaluative procedure is the force that moves a special program forward. Evaluation precedes inauguration of the program, directs organization, and becomes incorporated in the functioning of the program. Value judgments are made at the time criteria are set for selection of students, content is determined, and purposes are stated. Standards for program performance are implied. Goals will be secured only through continuing appraisals to ascertain whether standards are being maintained and purposes are being kept in focus.

Program Evaluation Problems

Measurement of special programs poses perplexing problems for the administrator. He must consider the relationship of the program to the total school program, to other teachers, to parents of children not in the program, to parents of participating children, and to the community. His ultimate concern is the children directly involved.

The principles of research demand careful isolation of the variables to be measured. One recommended procedure for research is the establishment of matched groups, whereby specified characteristics of the "program group" are compared with the group which has not had special treatment. Difficulties are presented by this technique of measurement, since groups must be matched on all factors that might influence the measurement. The problem of equating such variables as motivation and personality is profound; yet accuracy in measurement requires equivalency of such factors.[1] Some administrators question the ethics of manipulating children for experimental purposes. Control groups, properly selected, would be equally well qualified for the special program. If the "special" provisions are assumed to be beneficial, can educators justify denying the provisions to qualified candidates for the period of measurement? Establishing control groups outside the area of the special program presents additional problems in the matching of groups; both efficiency and economy in use of time and personnel can be questioned.

Measurements taken of program participants before and after conducting the program are of doubtful reliability. The normal process of maturation and individual age variations in developmental levels can distort assessment. No possibility exists of determining what results might have occurred if special provisions had not been offered. Validity of findings is thereby weakened.

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[1] James J. Gallagher, Analysis of Research on the Education of Gifted Children. Urbana, Ill.: State Department of Education, 1960, *passim*.

The teacher becomes a major dimension in program assessment. To what extent does evaluation reflect quality of teaching rather than quality of program? If a control group is involved, an additional variable compounds the dilemma: are the teachers alike in ability, background, teaching skill, and interpersonal relationship with children?

Programs for the gifted lack appropriate instruments for measuring the impact of the program. In the area of achievement, candidates for gifted programs usually perform at the 98th or 99th percentile on standardized tests. Even without special program provisions, these students tend to maintain top ranking. Achievement tests do not satisfactorily indicate differences in performance in a regular curriculum compared with a special curriculum.[2] Programs with objectives related to such characteristics as critical thinking and creative thinking need instruments specifically designed to assess change in these areas. A counseling-instructional program directly involves the interests, attitudes, and values of students. These variables have been particularly difficult to measure because of the lack of a unified view on how to measure them and the general lack of instruments regarded as valid and useful by workers in the field.[3]

Evaluating Affective Objectives

The interests, attitudes, and values of students involve affective objectives. Affective objectives are those that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. (See Appendix C.) Most educational measurements deal with cognitive objectives--objectives which focus on learning and remembering intellectual tasks and combining ideational materials to formulate new ideas. The cognitive domain is concerned with whether the student can do a specific task when requested. The affective domain is more concerned with whether the student does do the task after he has learned he can.[4] For example, a student may be able to domonstrate an understanding of and an appreciation for fine literature, but to what extent does he, on his own, seek this experience? To what extent has he converted this appreciation to a value? Because the emphasis in the affective domain is on "does do" behavior, evaluation of achievement is more difficult.

Probably the higher the objective in the classification scheme, the more time and effort will be required for its attainment. A gifted student might in one year move from the level of "responding" to history assignments to the level of "valuing" the study of history. When the objective level is raised to the level of "organization of a value system" through concepts absorbed from the study of history, time needed can not be predetermined. Some objectives may take several years.[5] A teacher will rarely have the same students long enough to measure change in the more complex affective behaviors. When program evaluation includes such dimensions as a personal set of values and a social conscience, measurement over an extended period is mandatory.

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[2] Ibid.

[3] Benjamin S. Bloom, Stability and Change in Human Characteristics. New York: John Wiley & Sons, Inc., 1964, p. 133.

[4] David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia. Taxonomy of Educational Objectives. Handbook II: Affective Domain. New York: David McKay Co., Inc., 1964, pp. 60-61.

Rationale for Program Evaluation

Regardless of obstacles and tenuous instruments involved in an evaluation program, a system for evaluation is fundamental to a counseling-instructional program. No prescribed course of study exists; content is the product created through teacher-counselor planning. Students are not selected on the basis of specific behavior; variability and individuality vitalize the content and extend the scope of the program. Boundaries of intellectual exploration are not predetermined; student interest directs cognitive activities. Evaluation necessarily must focus on measuring the amount of growth exhibited by each student. Case studies not only provide the rudiments of curriculum planning, but they become the implements for assessment of change.

Evaluation procedures are based on certain premises: (1) small group interaction is a learning experience; (2) the learning experience is unique to small group process and would not otherwise come about; and (3) behavioral changes will occur as a result of peer group interaction.

Procedures for Program Evaluation

The first step to be accomplished in establishing a counseling-instructional program is to describe the program to the total school staff and to the community. When the program is being described, certain expectancies are set; during the operation of the program these are either minimized or fulfilled completely. Impressions and questions regarding the special program provide needed information for promoting strengths and correcting weaknesses. Reactions of teachers, counselors, and parents of participating children offer additional dimensions for assessment. The opinions of the counseling group members regarding their own performance in the program are also valuable. All such measures admittedly are subjective; however, ascertaining feelings and attitudes regarding the program is important. One important factor in judging the success of a program is finding out how participants and observers feel about the program.

Critical in estimating the effectiveness of any program are measures which indicate progress toward goals. Case studies provide information for such appraisals of individual growth as well as certain data which may be compiled for group analysis.

Evaluation by School Staff and Community. A brief rating scale with space for indicating free response is useful for recording reactions of persons who have been acquainted with the program but who are not directly involved.

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[5] Ibid., pp. 79-80.

Observer Reaction Sheet

Please respond to as many of the statements as you can. Circle the number which represents your rating.

1.	2.	3.	4.	5.
Poor	←		→	Excellent

a.	The counseling-instructional program provides appropriate learning experiences for the gifted adolescent.	1 2 3 4 5
b.	The program fits well into the overall school program.	1 2 3 4 5
c.	The program provides continuity in the district program for the gifted.	1 2 3 4 5
d.	I was able to keep informed on the operation of the program.	1 2 3 4 5
e.	The program has been satisfactorily established.	1 2 3 4 5

Questions regarding the program:

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____

____

Suggestions or comments:

____

____

____

Evaluation by Parents of Program Participants. Although personal interviews with parents and their written evaluations of the program are most useful for individual case study, rating forms do yield data which can be treated statistically. The attitudes of parents toward their children's growth can be compared with teacher's appraisals and with reports by the students themselves.

Parent Reaction Sheet

____________________ ____________________
Name of Parent School

____________________ ____________________
Name of Student Grade

To help evaluate the effectiveness of the counseling-instructional program, your assistance is needed. Please respond to as many of the statements as you can. Circle the number which represents your rating.

1. Not at all 2. Somewhat 3. About Average
4. Usually 5. Exceptionally

a. The student discussed the group meetings at home. 1 2 3 4 5

b. The meetings seemed to increase his understanding of himself and others. 1 2 3 4 5

c. The program stimulated interest in learning. 1 2 3 4 5

d. Sensitivity to the feelings and needs of others has become more apparent. 1 2 3 4 5

e. Willingness to consider more than one solution to a problem has increased. 1 2 3 4 5

f. He seems more comfortable with situations which may not have "right" or "wrong" answers. 1 2 3 4 5

g. He shows evidence of more creative thinking. 1 2 3 4 5

h. The quality of his school work has improved. 1 2 3 4 5

i. He is showing greater perseverance in following through in problem situations. 1 2 3 4 5

j. He seems more eager to perform difficult tasks. 1 2 3 4 5

Please answer the following questions:

Do you feel that participation has helped him in any other way? How?

____

____

____

What changes, if any, could you suggest for improving the program?

____

____

____

Comments ____________________________________

____

____

Evaluation by Teachers and Counselors. Evaluation by teachers and counselors most profitably contributes to program improvement through discussions with the school administrators. Questions to be answered include the following:

1. Are the objectives being reached?
2. Have the curricular activities served the aims of the program?
3. Have teachers found that the activities have improved methods of instruction?
4. Have counselors improved in the area of group process?
5. What do the teachers and counselors recommend for next year?

Instruments which would provide specific measures for use in discussing these questions are the "Attitudinaire on Mentally Gifted Minors; the checklist, "Roles of the Teacher in Promoting Pupil Growth"; the checklist, "The Guidance Competencies of the Teacher"; the "Checklist for Group Leader"; and summaries from "Discussion Group Checklist."

Evaluation by Group Counseling Members. The final group meeting of the year may have as its discussion topic, "Program Evaluation in Terms of the Perceived Value to the Group." Responses by individuals to such discussion should be entered on the rating sheet below; this rating sheet offers the possibility of statistical reporting if desired.

Student Reaction Sheet

Name

Date

Circle the number that best expresses your response

		No ←→			Very Much
1.	I have changed in the way I feel about myself during the past year. Comment:	1	2	3	4
2.	I have changed in the way I feel about other people during the past year. Comment:	1	2	3	4
3.	I have changed in the way I feel about school during the past year. Comment:	1	2	3	4
4.	The group discussions had an important influence on the changes in my feelings. Comment:	1	2	3	4
5.	I feel that the group discussions have helped me to learn to listen better to the ideas of others. Comment:	1	2	3	4

Circle the number that best expresses your response

No ⟷ Very Much

6. I feel that the group discussions have helped me to express my own ideas better. Comment:	1	2	3	4
7. After the meetings, I thought about the things we talked about in the group. Comment:	1	2	3	4
8. I feel the time spent in the meetings has been worthwhile. Comment:	1	2	3	4
9. If the group meets again next year, I believe that I would like to take part.	1	2	3	4

10. Please indicate here any additional ideas or suggestions you wish to express.

Evaluation Through Case Study Data. Case studies were used to assess behavioral changes which were proposed as program goals. However, for the most comprehensive and effectual evaluation, use of instruments had to be planned before inception of the program. Certain types of data had to be gathered early in the program so that they could be compared with later information which was obtained as the program proceeded.

1. Love of learning--the individual's dedication or commitment to learning. The extent to which drive for high grades is the mo-

tivational force behind study of school subjects is difficult to determine. Surely the significance of high grades to educational advancement tends to overshadow the student's commitment to learning. One approach to discriminating between "love of learning" and "drive for grades" is classification of the student's attitude. Interest in a subject area may range all the way from tolerance for a subject to complete dedication to that subject. The "Affective Behavior Classification Scale" for English and for history (presented below) provides an ascending order of descriptive behaviors by which a student may be rated. By rating each student at the beginning and at the end of the school year, a teacher may determine whether any upward movement has occurred in any of the categories. The rating does not indicate any relationship between level of achievement and affective classification. While it is probable that a student with intense interest in history will also obtain high grades in that subject, such a conclusion does not necessarily follow. For example, one talented student in the demonstration center became so intent on pursuing an extensive interest in one particular literary form that he neglected his assignments, and his English grades plummeted. Conversely, a student receiving an "A" in a course might be described as being at the minimum level in "receiving," because he attends to his work but indicates no interest in or value for the activity itself.

Probably most gifted students at junior high level have reached the 3.1 classification in English and history; that is, the students believe in the value of English and history as content in education. To reach the 3.3 level where the students voluntarily pursue the subjects in depth may take longer than one school year. To move from "valuing" to "organization" may involve all the years of secondary school and even some of the early college years. Very rarely are students classified in the highest level until specialization in college.

2. Response to challenge and tolerance for ambiguity--creative thinking requires appropriately challenging material, but in the response of the student lies the creative product. Eagerness to work on difficult tasks and perseverance when confronted with unusual problems are attitudes and behaviors which foster creativity. A tolerance for the unresolved problem, a willingness to consider alternate solutions, and perhaps even a delight in the ambiguous also contribute to development of creative potential. Brief descriptions of these tendencies, recorded and dated when observed, will show the incidence of these tendencies and will provide for measurement of their rate of change.

3. Quality of learning--examples of students' work should be placed in the case folders at the beginning of the school year, at each grading quarter, and at the end of the school year. At those times the teacher may record descriptive remarks to assist in making comparative appraisals at the close of the school year.

4. Social conscience--direct observation of student behavior is the most reliable indication of respect for others regardless of their status, color, or creed. However, where the school population tends to be homogeneous, sociodrama and role playing offer opportunities for estimating student attitudes toward people who are different and student sensitivities to the feelings and needs of others.

Administered to the students early in the year, the "Social Values Opinionnaire" will identify values that may need emphasis and individual student attitudes that may need reexamining for bias. Items on the "opinionnaire" most closely associated with social conscience have been circled. The "opinionnaire" rating scale should be administered again at the end of the year to measure changes in individual opinion and changes descriptive of the group.

5. Use of the teacher--anecdotal notes best serve in estimating the growth of the teacher-pupil relationship. Teachers should record incidents or assignments wherein the student has apparently felt free to express his own opinions, has used the teacher as a "sounding board" for testing theories, or has shown the teacher regard as a resource person.

6. Creative thinking--before introducing exercises in divergent thinking, the teacher should administer a pretest in the areas to be emphasized. Comparison of scores on the first test and on a retest at the year's end provides a measure for development of thinking skills.

a. Associational fluency--list as many words as you can that mean nearly the same as the word "run." (Score one point for each relevant word.)

b. Adaptive flexibility--list all the things you think would happen if schools were permanently closed. (Score for changes in direction of thinking, one point for each category; for example, "Children would have more time to play ball" and "Children would have more time to watch T. V." would score only one point, for the "leisure" category.)

c. Sensitivity to problems--describe everything that is wrong with the telephone, and state everything that is wrong with having twenty-one as the minimum voting age. (Score one point for each idea.)

7. Self-understanding--at the beginning of the year, three assignments should be completed for the case folder. Each student would write a composition beginning, "I would describe myself as a person who . . . ," and concluding, "My goals for the year are . . . ." The essay is useful as a focus on personal strengths and weaknesses; the essay also provides perspective for self-evaluation when it is reviewed at the end of the year.

Early completion of the "Check List of Study Habits and Work Skills" and of the "Time Diary" lends additional emphasis, when reviewed at a later time, to interpretation of personal conduct and use of time. Together with the essay, these forms enable students to rate themselves more insightfully on some of the items on the "Student Self-Evaluation Scale," which is rated at the end of the school year.

Social Values Opinionnaire

Below are statements which reflect certain attitudes and ideals in the "American Way of Life." You are asked to rate them according to your opinion of their importance in a value system. Rate from "1" (not important) to "5" (extremely important).

1. The most important kind of honesty is being honest with yourself.

2. Americans believe in the right of free citizens to assemble peaceably.

3. A job gives honorable status to an individual and is the normal way of life.

4. The individual person is, himself, a unique center of power and value; he does not exist for the state.

5. To know what is right and not do it is the worst cowardice.

6. Americans believe in the freedom to have knowledge of all kinds except when knowing certain information would endanger the whole community.

⑦. Respect and recognition for the many racial and religious groups within our society is essential.

⑧. Each person should be given opportunity to develop his capacities to the fullest extent.

9. Knowledge has value in itself.

10. Americans believe in the freedom to speak or write opinions on economic, religious, political, or social matters.

⑪. Treat others as you would have them treat you.

⑫. All of us have some special talent in which we can excel.

⑬. A free society means responsibility as well as privilege.

14. The state is created to provide for the common defense and to further the general welfare.

15. Economic productivity has been an outstanding feature of our way of life.

16. The people have the right to reform or alter their government by lawful means.

⑰. Respect for the talents and beliefs of others is basic to our way of life.

18. Each person must learn to be responsible for the consequences of his own conduct.

19. A person can rise no higher than his thoughts.

20. The people have the ability to govern themselves.

21. Americans believe that loyalty of family members to each other is essential to our way of life.

22. Decisions made by common consent are better than results obtained through orders issued by a dictatorship.

23. The maintenance of a free society is a full-time job involving the responsibility of every individual.

24. Each person must learn to recognize the decisions of the majority of the group and the rights of the minority.

25. Outstanding preparation of every individual for his job, his family, and his citizenship is important in our way of life.

26. Under the American system of justice, a man is innocent until proven guilty.

27. The freedom involved in our way of life has encouraged great cultural richness and diversity.

㉘. Brotherhood implies an appreciation of the human dignity of each individual.

29. A free society provides inspiration and reward based on the achievements of the individual.

30. An effective representative government depends upon an educated electorate.

31. Nothing worthwhile is ever lost by taking time enough to do it right.

32. Americans believe that the civil authority is supreme in decision-making power and the military is used, when needed, to carry decisions into effect.

33. Life is not so short but that there is always time for courtesy.

34. The government cannot serve the interests of an individual at the expense of the common good.

35. When everyone thinks alike, few are doing much thinking.

㊱. The individual person must manage his behavior so as not to impair the freedom of his fellows.

37. Ideas are more powerful than armies and secret weapons.

38. Americans believe in the freedom of each citizen to have a voice in the government under which he lives as shown in the right and responsibility to vote.

39. The secret of success in life is for a person to be ready for opportunity when it comes.

40. Americans believe in protection of the free citizen against unreasonable invasions of privacy by officers of the government.

Check List of Study Habits and Work Skills

Rate yourself according to the following:
(1) never; (2) seldom; (3) about half of the time; (4) usually; (5) always

	1	2	3	4	5
Study Attitudes					
I am able to study well in school.					
I am able to study well at home.					
I budget the study time spent on various subjects.					
I have a regular time for study at home.					
I hand in my assignments on time.					
TV, radio, or noise bothers me when I study at home.					
Following Directions					
I list in my notebook the assignments with dates for completion.					
I am able to understand the key points that a speaker is talking about.					
I can understand the main idea of a paragraph.					
I can draw conclusions from an oral report.					
I find it hard to follow exact directions.					
Working with Others					
I do my share of work as a committee member.					

	1	2	3	4	5
I respect the opinions of others on a committee.					
I have my part of the committee work done when it is due.					
I am able to conduct a meeting of the class.					
Securing Information I use a notebook for recording information.					
I know how to skim in order to save time.					
I know and use all parts of a book (table of contents, index, glossary, appendix, and so forth).					
I refer to the dictionary when I find or hear a word I don't know.					
I listen to at least one news broadcast every day.					
I know how to use the card catalog in the library.					
I can read and understand the symbols on a map.					
I am able to make up a list of questions to ask during an interview.					
Organizing Information I take notes when I read.					
I then organize them into an outline.					
I use outlining when I give a talk or write a composition.					
Interpreting Information I am able to make a chart or graph from information I have assembled.					
I can tell when a prejudiced point of view is presented.					
Tests and Examinations I do my work daily instead of doing it all before the test.					

	1	2	3	4	5
I begin reviewing for tests at least several days before taking the test.					
I usually pay attention to what the teacher points out as being important.					
At the start of a test, I look it over quickly to see what is required.					
I answer the easiest questions first.					

Student Self-Evaluation Scale

Name ____________________ Date ____________________

Grade ____________________ Teacher ____________________

Check according to your rating of growth in the following areas: 1. not at all; 2. somewhat; 3. average; 4. more than average; 5. exceptional.

	1	2	3	4	5
a. I think I can estimate my own strengths and weaknesses.					
b. I feel a sense of personal worth.					
c. I place too great a value on obtaining high grades.					
d. I feel a "need to know."					
e. I value learning for its own sake.					
f. I care about less bright, younger, or otherwise "different" children.					
g. I have respect for others regardless of their status, color, or creed.					
h. I am aware of the feelings and needs of others.					
i. I feel comfortable with situations which may not have "right" or "wrong" answers.					
j. I am willing to make up my own mind.					
k. I am willing to consider more than one solution to a problem.					
l. I think I come up with original ideas.					
m. I think I have a strong imagination.					
n. I produce an adequate amount of work at school.					
o. I produce work of high quality.					
p. I enjoy performing difficult tasks.					
q. I tend to stay with a problem until I can solve it.					
r. I give the responses teachers expect of me.					
s. I am willing to express my own opinions to teachers.					
t. I like to have teachers react to my ideas.					

Conclusions on Program Evaluation

Several difficulties exist in evaluating the counseling-instructional program by tests. The design of the counseling-instructional program purposely interrelates counseling and classroom activities. Consequently, the separation of variables that can be tested objectively is difficult. In addition, program goals relate to educational objectives in the affective domain of interests, attitudes, and values. In this case the questionable aspect of developmental time frustrates measurement. How much time must be allowed before testing for a change in attitude? How long before commitment to a value might be attributed to educational stimuli? Beyond these considerations, probably the most formidable obstacle to evaluating programs for a gifted students in elementary and secondary schools is the lack of measuring instruments with norms specifically established for gifted populations. Evaluation of programs, therefore, depends on adaptations of standard measures and such informal instruments as check lists and rating scales.

Several tests which seem potentially useful in evaluating a counseling-instructional program have been examined. In studying the creative intellectual style of gifted adolescents, Drews found the "Omnibus Personality Inventory" (OPI) an appropriate tool for assessing such factors as "originality" and "theoretical orientation."[6] Presently intended for research purposes only, the OPI is recommended for normal subjects rather than for clinical use.[7] The inventory has been reported to be effective in studying personality characteristics of intellectually superior college students. Further research probably would determine whether the OPI would be equally appropriate for the slightly younger gifted group.

Torrance's "Minnesota Tests of Creative Thinking" hold promise for assessment of certain kinds of divergent thinking in both verbal and nonverbal areas.[8] Scores are obtainable for fluency, flexibility, originality, and elaboration. Still in the experimental stage, the Minnesota tests need simplification of scoring procedures and establishment of norms. The focus of these tests is nonetheless especially pertinent to measuring varied dimensions of giftedness.

The Institute for Personality and Ability Testing has reported results for creative scientists and writers on the "Sixteen Personality Factor Questionnaire." Profile of scores was the same for both groups. The "Junior-Senior High School Personality Questionnaire" (Western Psychological Services, Los Angeles ages eleven through eighteen, might be considered useful for exploration of comparable "creative personality profiles" among gifted students.

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[6] Elizabeth M. Drews, The Creative Intellectual Style in Gifted Asolescents. East Lansing, Michigan: College of Education, Michigan State University, 1964.

[7] Mental Measurements Year Book. (Sixth edition). Edited by Oscar K. Buros. Highland Park, N. J.: The Gryphon Press, 1965, p. 150.

[8] Paul Torrance, Guiding Creative Talent. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1962, pp. 213-53.

The "Survey of Interpersonal Values" (SIV) (Science Research Associated, Inc.) was used tentatively in the counseling-instructional demonstration program as a stimulus for the discussion of values and understanding of the self. Comparisons of findings with results for senior high school and college students suggested that the survey might become in the future an important instrument of evaluation in a counseling-instructional program. Inspection of the data yielded interesting variations in scores for gifted girls as compared with girls in other groups and in scores for the total gifted group as compared with their age peers in heterogeneously grouped classes. The SIV is currently provided for research purposes only, and studies have dealt predominantly with adult groups. No norms have been established for persons below grade eleven, and results for program participants in grades seven, eight, and nine could not be compared statistically with results from other groups.

Construction of the SIV has been described as "acceptable." A forced format choice was derived from factoral analysis and is recommended for users who want scores on aspects of self-report that can be given a commonsense interpretation.[9] Measures of interpersonal values are "Support, Conformity, Recognition, Independence, Benevolence, and Leadership."

Intelligence yet remains a somewhat abstruse and extremely intricate matter. Even in its more concrete manifestations, the problem of identifying the content, products, and operations of intellectual functioning is formidable. The work of Guilford and his associates well exemplifies this complexity in the theoretical model for the complete "Structure of Intellect." The more abstract the process, the greater the need of exact definition and measurement. Precision in evaluating superior intellectual functioning yet awaits more accurate tools. Meanwhile a multivariate approach in planning for program evaluation provides assurance of breadth of measurement and allows for emerging dimensions.

Continual evaluation and the courage to try innovation are essential to advancement in program development. The counseling-instructional program outlined herein has not been presented as a final product or a problem-free model program. The program was intended to serve as an example of one procedure for enhancing learning in English and social science for gifted young adolescents. Special advantages of the program are the opportunities for closer communication among teachers, counselors, and students; the program also offers unlimited possibilities for personalizing and varying learning experiences. The program design lends itself to interpretive adaptation according to local school districts' needs and philosophies. It is a program that will prosper as a creative product of human interaction in a knowledgeable, imaginative environment.

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[9] Mental Measurements Yearbook, loc. cit.

Time Diary

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
6:00 - 6:30							
6:30 - 7:00							
7:00 - 7:30							
7:30 - 8:00							
8:00 - 8:30							
4:00 - 4:30							
4:30 - 5:00							
5:00 - 5:30							
5:30 - 6:00							
6:00 - 6:30							
6:30 - 7:00							
7:00 - 7:30							
7:30 - 8:00							
8:00 - 8:30							
8:30 - 9:00							
9:00 - 9:30							

(Hours spent away from school)

Affective Behavior Classification Scale[1]

English

Receiving	Responding	Valuing	Organization	Characterization
The learner is willing to receive, or attend to assignments.	The learner is motivated to learn by doing. No value is placed on the activity, nor is an attitude displayed.	The learner displays a positive attitude toward the subject matter.	The learner's interest extends to encompassing all aspects of the subject and establishing his own criteria for excellence and appreciation.	By a Value or a Value Complex: The learner is dedicated to the subject area, and his behavior consistently reflects this dedication.
1.3 Controlled or selected attention: The learner concentrates on instruction and shows willingness to work on assignments.	2.3 Satisfaction in response: The learner at times appears to enjoy participating in class discussions.	3.3 Commitment: The learner is motivated to pursue the subject in depth and to involve others in his enthusiasm.	4.2 Organization of a value system: The learner interprets problems primarily in terms of their communicative value.	5.2 Characterization: The learner's behavior exemplifies standards of excellence for performance and appreciation in English.
1.2 Willingness to receive: The learner accepts instruction, is attentive, but is neutral in attitude.	2.2 Willingness to respond: The learner voluntarily participates in class discussion.	3.2 Preference for a value: The learner seeks opportunities to study the subject.	4.1 Conceptualization of a value: The learner evaluates great literature.	5.1 Generalized set: The learner perceives language communication as holding primary importance.
1.1 Awareness: The learner listens to instruction in a neutral manner--no indication of attitude.	2.1 Acquiescence in responding: The learner works on assignments obediently but without accepting the necessity to do so.	3.1 Acceptance of a value: The learner's behavior clearly indicates his belief in the importance of the subject.		

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[1] Adapted from categories in the Taxonomy of Educational Objectives, Handbook II: Affective Domain, by David R. Krathwohl, Benjamin S. Bloom, Bertram B. Masia. New York: David McKay Co., Inc., 1964.

Affective Behavior Classification Scale[1]

History

Receiving	Responding	Valuing	Organization	Characterization
The learner is willing to receive, or attend to, assignments.	The learner is motivated to learn by doing. No value is placed on the activity, nor is an attitude displayed.	The learner displays a positive attitude toward the subject matter.	The learner's interest extends to developing his own theories regarding the history-making process.	By a Value or a Value Complex: The learner is dedicated to the study of history and his behavior consistently reflects this dedication.
1.3 Controlled or selected attention: The learner concentrates on instruction and shows willingness to work on assignments.	2.3 Satisfaction in response: The learner at times appears to enjoy participating in class discussions.	3.3 Commitment: The learner is motivated to pursue the subject in depth and to involve others in his enthusiasm.	4.2 Organization of a value system: The learner approaches the study of history through his own theoretical formulations.	5.2 Characterization: The learner's philosophy of life demonstrates his value for understanding the forces of history.
1.2 Willingness to receive: The learner accepts instruction, is attentive, but is neutral in attitude.	2.2 Willingness to respond: The learner voluntarily participates in class discussion.	3.2 Preference for a value: The learner seeks opportunities to study the subject.	4.1 Conceptualization of a value: The learner evaluates philosophical concepts of history	5.1 Generalized set: The learner perceives the study of man's past as holding primary importance.
1.1 Awareness: The learner listens to instruction in a neutral manner--no indication of attitude.	2.1 Acquiescence in responding: The learner works on assignments obediently but without accepting the necessity to do so.	3.1 Acceptance of a value: The learner's behavior clearly indicates his belief in the importance of the subject.		

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[1] Adapted from categories in the Taxonomy of Educational Objectives, Handbook II: Affective Domain, by David R. Krathwohl, Benjamin S. Bloom, Bertram B. Masia. New York: David McKay Co., Inc., 1964.

Appendix A

EXCESS EXPENSE INCURRED BY SCHOOL DISTRICTS CONDUCTING EDUCATIONAL AND/OR COUNSELING PROGRAMS FOR MENTALLY GIFTED MINORS [1]

1. DEFINITION

Excess Expense: "Excess expense" as defined in Section 199. 14 of the California Administrative Code means expense that is incurred on account of, and is directly related to, maintenance of a "program" for "participating pupils" on a regular basis during a fiscal year. Three categories of allowable expenditures are: current expenses of "instruction," "pupil transportation," and "fixed charges."

In addition to being incurred solely for providing the special program, these expenses must be readily identifiable in the accounting records of the district. The expense incurred shall be on account of, and because of, a transaction which can be verified as being directly related to pupils enrolled during the fiscal year in the special program and which would not have occurred had the program not been initiated.

Related expense during the fiscal year for identification, counseling, and inservice education for teachers may be included with expenses incurred on regular school days the special program was maintained, provided that a special program is maintained and there are participating pupils to report. This is true even though the related expenses may have been incurred on Saturdays, evenings, or at times other than when the regular schools of the district are maintained.

The requirement that expenses must be readily identifiable in the accounting records of the district may be met by the use of subsidiary accounts for specific expenditures for "mentally gifted minors."

Participating Pupil: A participating pupil is the basis for any claim of excess expense reimbursement. He is defined as a pupil identified as a mentally gifted minor, under the provisions of Section 199.11 of Title 5 of the California Administrative Code, "Education," who takes part in a program of a type defined in Section 199.12 for a school semester or a school year.

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[1] Edwin H. Harper, Paul D. Plowman, and Joseph P. Rice, Criteria for Determining Excess Expense for Mentally Gifted Minor Program. Sacramento: California State Department of Education, 1962, pp. 2-12.

To qualify for excess cost reimbursement, a district should have mentally gifted minors participate in a special program a minimum of one hour a week for 17 weeks or for 34 weeks of an annual school term. In a school which is not organized on the semester basis, one-half of the days the regular day schools are maintained shall be deemed equivalent of a semester.

A pupil participating in an approved summer school for a total of 20 days during a fiscal year may be counted as a participating pupil provided that he attends a minimum of 55 minutes a day. The Fourth of July may be counted as one of the 20 days even though school is not maintained on that day. Twenty days of participation in an approved summer school, at least 55 minutes per day, is equivalent to participation in a program conducted for a semester.

A district may claim "excess cost" reimbursement for two regular semesters of participation or for participation in one regular semester and in an approved summer school.

The term "school year" is synonymous with the term "fiscal year," i. e., July 1 through June 30. That portion of the school year during which the regular day schools are maintained (defined as "academic year" in Education Code Section 5554 for secondary schools) qualifies as a "school year" as used in Education Code Section 6421 (c).

Mentally Gifted Minor: A "mentally gifted minor" is defined as a minor who (1) is enrolled in grades K-12 in the public primary or secondary schools of California; and (2) demonstrates intellectual ability placing him within the top two percent of all students in his grade throughout the state.

2. EXAMPLES OF LEGITIMATE EXPENDITURES

2.0 Account Classes - Excess Expense is the current expense of "Instruction," "Pupil Transportation," and "Fixed Charges" as defined in the California Accounting Manual, October, 1961 edition.

Any expenditures charged to Administration, Health Services, Operation of Plant, Maintenance of Plant, or any major account class other than the three mentioned in the definition may not be included as excess expense for the Mentally Gifted nor prorated as a partial charge to that program. For example, it is not proper to prorate part of an administrator's or his secretary's salary and charge it as excess expense to this program.

Equipment and Supplies - By definition, items of equipment are Capital Outlay expenditures. Consequently, no items of equipment may be included as excess expense for mentally gifted minors. Part III of the California School Accounting Manual should be used as a guide in distinguishing between supplies and equipment. Only items which are properly classed as supplies will be accepted on Form No. J-22 MG under 1d, "Special Instructional Materials."

2.1 Current Expenses of Education

2.11 Identification of Pupils

The identification process includes nominating, screening, examining, studying, counseling, having case conferences, placing, certifying as gifted, and followup evaluation. The present "one-time" certification should be supplemented by systematic followup and evaluation of pupil progress. Where possible, the use of individual psychometric devices supplemented by individual counseling and placement services for the pupils studied should be encouraged. During the identification process two main kinds of costs are incurred, namely: (1) personnel including salaries; and (2) supplies and materials. Only excess costs directly related to participating pupils may be claimed. Personnel costs may be accounted for in one of the following ways: (1) by the hour; (2) by the pupil (the estimated average cost of identifying a pupil in a given district with evidence); and (3) the proportion of time spent by professional workers in identifying mentally gifted minors.

If the screening process is linked to the regular testing program of the district, these costs are clearly not "excess costs." If, however, a specific screening test battery was devised with no other purpose but to screen for the mentally gifted minor program, then the cost of the screening program is reimbursable. Thorough and well-thought-out screening procedures are recommended since they lead to efficiency of selection of mentally gifted minors. The heavy excess costs will be incurred during the case study and individual examination of pupils. If the relatively inexpensive screening process is efficient, few pupils will need to be examined or studied for their case history who do not turn out to be legally "mentally gifted." The following general personnel costs might be incurred during the identification process:

Psychologist, psychometrist, and counselor time

Proctors, teacher assistants, interviewers, secretarial time for test scoring, and record keeping

Consulting psychologists, testing experts, and statisticians

Test score services

The following supplies and materials might be excess cost in implementing the identification process:

Supplemental testing programs such as aptitude testing, interest testing, and personality testing

Test booklets and answer sheets, special individual tests and devices

New record sheets, case study folders, case study forms, evaluation and followup forms, and general guidance forms

Vocational, professional, and academic guidance materials

The typical elementary school gifted pupil will incur the following specific excess costs for identification: (1) screening tests, interview forms, nomination sheets, and teacher time: (2) psychologist time for individual examination including cost of test forms used, test correcting time, writeup time and cost of any personality, achievement, aptitude, or other psychometric devices administered in order to thoroughly study the pupil; (3) the psychologist's time for conducting a case study including parent interviews, teacher interviews, pupil interviews, and the writing of a report; (4) any special counseling time needed for working out the pupil's placement into an appropriate program; (5) the certification committee's time spent on case conferences; and (6) any followup or evaluation such as administering group tests periodically or having the psychologist or counselor have periodic interviews with teachers, parents, and the pupil.

2.12A Individual Counseling with the Pupils

Some individual counseling costs are incurred as part of the identification process. The costs referred to in this category include counseling as a part of an academic program for the pupil. For example, some junior high schools offer a two-hour a week special counseling program for their pupils as the "gifted program." The salary of the counselor would be considered an excess expense. Also, any special counseling offered to individual pupils or small groups of pupils on a periodic basis and considered by the participating district to be their program or a part of their program for gifted minors, could be included in this category.

Excess Expenses of individual counseling may be claimed as long as the pupils are participating on a regular basis in a special educational or counseling program outlined in Section 199.12 (e) of Title 5, California Administrative Code, "Education." When such is the case, individual counseling need not be directly related to the instructional program.

Reimbursement may be claimed for counselors' being paid extra for individual counseling outside the regular school day. The salaries of counselors employed especially for counseling gifted children may be claimed provided this represents an addition to the regular counseling staff or an addition of counseling furnished gifted children. If a district, for example, decided to provide gifted children with six or ten counseling interviews during the school year, when the normal amount of counseling provided students was two interviews, the number of interviews over and above the two would be additional service and would involve excess expense. To claim salaries, it should be shown that they were incurred for service performed outside of the regular school day (Saturdays, summer, evenings) or it must be shown by letter from the superintendent, employment contract, or action of the school board that a counselor was assigned a portion of his time for additional counseling, identification, or inservice education functions.

Decreased counseling load per se cannot be the basis for a legitimate claim for excess cost reimbursement.

2.12B Individual Counseling with the Parents

Throughout the program for a given pupil, situations may arise calling for individual counseling with parents. Such counseling should be conducted by a pupil personnel services worker. Such excess costs would be incurred in the same manner as individual counseling with pupils.

2.13 Special Consultant Services

Enrichment type programs described in the rules and regulations must provide additional educational activities planned to suit the special abilities and interest of gifted pupils, use advanced materials, and/or receive special help, directly or indirectly, through persons other than the regular classroom teacher. Usually teachers need considerable assistance, at least during the first few months of involvement with special programs, in understanding and making adequate provision for unique learning needs of individual children. Meetings with consultants should probably be on a weekly basis during the first month a teacher has a special enrichment or other program for gifted children.

Another program which specifically suggests the need for additional consultant help is the program described as placing pupils in grades or classes more advanced than those of their chronological age group and receiving special instruction outside of the regular classroom. This type of acceleration program is approved provided that this special instruction is given outside of the regular classroom in order to assist the accelerated student or the student in an accelerated situation in handling advanced work.

Special consultant service therefore might be used to: (1) help teachers in enrichment programs acquire advanced materials; and (2) plan additional educational activities. Such a consultant might also work directly with the pupils.

The consultant might be used in an acceleration situation to be sure that the student receives special instruction which will help him make the transition to the advanced-accelerated situation and which might fill in certain gaps in learning.

Consultants might conceivably work with high school and college personnel in articulating the educational program for gifted children grade levels seven through college.

Legitimate expenses for consultant services could include:

1. Services of a consultant working directly or indirectly with pupils in an enrichment program.
2. Services of a consultant working with a pupil or with pupils accelerated.

3. Expenses of consultants working in program development and articulation involving high school and college levels.

4. Consultant services needed to provide the necessary inservice education for teachers in any of the types of programs mentioned.

5. Consultant services employed to direct teachers in the process of developing instructional materials for gifted children.

6. Consultant services employed to help school administrators design or make necessary administrative arrangements such as workshops, team teaching, and flexible scheduling.

Under the category, "special consultant services," would be expense for salaries, travel, and materials.

That proportion of a consultant's time spent working with teachers, students, or with district personnel in planning and conducting programs would represent a legitimate claim for excess cost reimbursement. If the consultant is not a credentialed person but a college teacher, technical person, businessman, or scientist, then it is necessary to have a regularly credentialed person present when such a person is working with pupils. Salaries and fees (including travel) may be reported as well as payments to county superintendents of schools for providing consultant services by contractual agreement.

2.14 Special Instructional Materials

Special instructional materials might include such items as reference books, recording tape, filmstrips, films, construction materials, and materials particularly useful in power reading, speed reading.

Expenditures may include those for special instructional materials used by the mentally gifted minors, teachers, and other personnel in connection with special programs. It is necessary to include an itemized tabulated list of these materials along with the completed J-22 MG form used in claiming excess cost reimbursement.

It should be noted that while costs for materials may be claimed, those for equipment or capital outlay are not reimbursable under this program. It is, however, possible to plan NDEA projects - Titles III and V especially - that dovetail with programs for mentally gifted minors. A case in point might be the purchase of certain equipment under NDEA and the purchase of materials used by that equipment under the mentally gifted minor program. Some "teaching machines," projectors, or controlled reading machines might be approved for purchase in an NDEA project. The material programs in the "teaching machines," films, and recording tape might be purchased under the mentally gifted minor program - provided they were purchased for gifted children participating in an approved program.

Pages 80-89 of the California School Accounting Manual (1961 edition) list items that are considered equipment (E) or supplies (S). This list is not intended to be all-inclusive.

If there is a question as to whether a particular item is considered a supply or equipment item, the following criteria should be used:

"If the answer to any one of the following questions is yes, classify that item as a supply. If all answers are no, classify the item as equipment.

1. Is it consumable?
2. Does it lose its original shape and appearance with use?
3. Does it have a service life of less than a year?
4. Is it often broken, damaged, or lost in normal use?
5. Is it usually more feasible to replace it with an entirely new unit than it is to repair it?
6. Is it an inexpensive item, having characteristics of equipment, whose small unit cost makes it inadvisable to capitalize the item?"

2.15 Special Instructional Services

This category of current expenses of education would include: expenses of special consultant services, special resource personnel, and of teachers (including additional salaries paid) conducting special programs outside the regular school day.

Districts should report expenditures including payments and fees for special instructional or pupil personnel services contracted from other school districts, or agencies, or the county superintendent of schools.

When to Claim Salaries: Salaries are clearly "excess" when they are in fact additional money paid for special instructional service:

1. Outside the regular school day.
2. During the regular school day but involving a special opportunity or remedial situation in which students leave their regular classroom and go to an "additional" special teacher or pupil personnel worker once or several times a week.
3. In a situation where two teachers are employed to teach the same class--a class normally taught by one person.
4. In which teaching aids are employed to assist the teacher.

Salaries of teachers in regular classes, special classes, and advanced classes should not be considered excess expense, even though some of these teachers are employed as additional teachers for those classes only. If these students were not in the gifted program during a period or periods, they would still require a teacher in the normal program. It is impossible to recognize the difference in class size in this interpretation, as an advanced class in a secondary school, even for "normal" pupils, might also be smaller in size than the average. In addition, there is no indication that a class for the mentally gifted must necessarily be smaller in size than a "normal" class. This is an administrative decision of the local board of trustees and relates to class sizes in the total district educational program rather than in the mentally gifted program.

Fixed charges for personnel should only be charged as excess expense to the mentally gifted program if the salaries of the personnel are a valid excess expense of the program. If the salary has been prorated, the retirement contribution charge should be prorated in the same manner.

2.16 Inservice Education for Teachers

Legitimate excess expenses in this category might include such items as:

1. Paying substitutes which would enable the regular teachers to attend inservice education meetings.

2. Paying resource personnel for their work with teachers.

3. Money paid to teachers for extra time spent in developing curricular materials under the leadership of consultative and/or administrative personnel.

Instructions on the excess cost reimbursement form, J-22 MG, read: "Report salaries and fees paid to consultants and individuals with special skills who are employed to train teachers for special programs for the mentally gifted. Include costs (to teachers) of travel and fees paid for attendance at conferences and workshops related to the education of gifted pupils."

2.17 Textbooks and Other Books

State textbooks are generally not included in this category. Supplemental textbooks, reference books, encyclopedias, and special interest volumes should be considered excess cost items. For example, if a special course were set up which was not ordinarily offered in the curriculum, the textbooks used could be claimed as an excess cost. On the other hand, the mere use of a textbook, one or more years advanced but ordinarily offered in the curriculum of the school, could not be included. Teachers' manuals and college textbooks may be included.

If a special set of reference books is purchased especially for mentally gifted minors in an advanced class, and if other pupils in this class have access to and use these materials, then the excess expense should be computed by prorating costs for the mentally gifted pupils.

In general, the books should be two or more years in advance of the pupils' chronological grade level. The general use of such books would raise questions concerning their specific appropriateness for gifted pupils. Special volumes required by given individual pupils for work on highly specific projects should be considered in this classification. For example, an elementary school pupil with extraordinary talents might be working on a project in astronomy and require college level textbooks and other highly technical volumes not ordinarily used, needed, or even useful in the elementary school. Wherever possible, the main criterion for ordering special books should be their specific usefulness to individual pupils.

2.18 Special Tutoring Services

Special tutoring services are instructional services ordinarily offered outside of the regular school day. Such services may be offered by lay people outside of the profession providing (1) they are credentialed for this purpose; or (2) their tutoring is under the direct supervision of a credentialed teacher.

Special tutoring services are easily accounted for on an hourly basis. For example, a pupil with highly developed and sophisticated linguistic talent may require top-level personalized tutoring in the area of "technical reading in German." There may be no one on the regular school staff able to meet this particular need so that a resource scientist or other lay person could fill this role on an hourly basis under the supervision of a credentialed person. The costs would include the hourly tutoring charge plus the supervisory costs incurred by the supervising teacher.

2.2 Pupil Transportation

Pupil transportation might include the cost of transporting pupils to special workshop situations on a part-time basis or transporting students to a special center or to classes apart from the regular school of attendance.

Transportation from home to school is not counted as transportation entitling a school district to excess cost reimbursement. Transportation from the regular school of attendance to places for special educational experiences may be counted, provided that the transportation is not part of a district's regular transportation program involving regular bus schedules and involving all students.

Transporting high school seniors from their high school to and from a class at a junior college, college, or university; transporting students to and from a special after-school seminar program; and appropriate trips are examples of pupil transportation which could qualify a district for excess cost reimbursement.

Report the type of transportation defined as "Other than Home to School" only on the J-22 MG reimbursement request form as transportation for mentally gifted minors. "Between Home and School" is to be reported on Form No. J-141, "Annual Report of Transportation Expense."

2.3 Fixed Charges

Included among the legitimate fixed charges which might be reimbursed are (1) the expense of renting special facilities; (2) any special insurance premiums that may be necessary; and (3) retirement contributions for certificated and classified personnel employed in a mentally gifted minor program.

Appendix B

COUNSELING-INSTRUCTIONAL PROGRAM CASE STUDY FORMS

Identification

Date ________

Name ______________________________
First Middle Last

Date of Birth ____________ Age in Years ________ Sex ____

School ____________________ Grade ____________

Teacher or Counselor ______________________________

Present Address ____________________ Telephone ________

Father's Name ______________ Address ______________

Mother's Name ______________ Address ______________

Date identified as gifted ______________

Method identified (check one) Ind. Test ___ Group Tests ___ Judg. ___

Date placed in program ________

Personal History

Personality Traits (checked by homeroom teacher each year)

Check (✓) where outstanding

Grade	7	8	9
Year			
1. Is alert beyond his years			
2. Has keen powers of observation			
3. Has a high degree of curiosity			
4. Is highly imaginative			
5. Prefers challenge of difficult problems			
6. Fulfills assigned responsibilities			
7. Sets own high standards			
8. Uses logical reasoning			
9. Quickly adjusts to change			
10. Not easily distracted			
11. Has deep and varied interests			
12. Chooses original methods			
13. Shows keen sense of humor			
14. Is sensitive to feelings of others			

Adjustment status (descriptive terms to be filled in by homeroom teacher each year)

GRADE	ADJUSTMENT		Grade Point Average	SPECIAL INTERESTS OR HOBBIES
	Personal	Social		
7th				
8th				
9th				

Test Information Date ____________

A. Individual Intelligence Tests

Stanford-Binet Form ____________ Date ____________

C. A. ________ M. A. ____________ I. Q. ____________

WISC

Verbal I. Q. ____ Performance I. Q. ____ Total I. Q. ____

Check if detailed psychological report is on file ____________

B. Group Ability Tests

Intelligence Test

(Name of Test)	Date				Date			
Total I. Q.	Score	M. A.	C. A.	I. Q.	Score	M. A.	C. A.	I. Q.
Language I. Q.								
Non-Language I. Q.								

Ability Test

(form)	Date		Date	
Name	Converted Score	Percentiles	Converted Sc.	Percentiles
Verbal				
Quantitative				
Total				

C. Achievement Tests

Grade	4	5	6	7	8	9	10	11	12
Name of Test									
Form									
Date									
	G. P. or %	G. P. or %	G. P. or %	G. P. or %	G. P. or %	G. P. or %	G. P. or %	G. P. or %	G. P. or %
Reading									
Writing									
Listening									
Soc. Studies									
Mathematics									
Science									

Health

Parent Questionnaire

Date ____________

1. School ______________________ 2. Student _________________________

3. Sex (circle) B G 4. Grade _______

5. Birthday ___________________ 6. Age ________

7. Schools attended City and State Date (from- to-)

____

____

____

____

____

	Yes	No
8. Has the child had any health or speech problems?	___	___
9. Does the child complain about his health?	___	___
10. Has the child had special problems with sleeping or rest?	___	___

11. Comments regarding any area marked "Yes" or other problem areas:

____

____

____

12. Father's vocational goal for child (be specific) __________________

Mother's vocational goal for child ________________________

13. Child's reading interests (favorite books--type)

____

____

14. Amount of child's reading per week (estimate) __________________

15. Child's hobbies and collections _______________________________

____

____

Date ____________

16. Child's special talents or skills ________________________________

____

17. Discuss the attitude of the child toward school ________________

____

Does your attitude differ? ____ If so, in what way? ____________

____

18. Child's school needs as you see them ____________________________

____

____
Name

____
Relationship to child

Please list all children in the family and their ages.

NAME	AGE

Pupil Interest Survey

Date ____________

Name ____________________________

School ____________________________

Grade _____ Teacher ____________

1. What are your favorite subjects in school? List them in the order of your preference. ____________________________
2. What kinds of books and stories do you prefer? ____________________________
3. What magazines do you read? ____________________________
4. What radio programs do you prefer? ____________________________
5. What is your choice of television programs? ____________________________
6. List organizations to which you belong. ____________________________
7. List class or club offices that you have held. ____________________________
8. List offices you might like to hold. ____________________________
9. List any lessons you take in addition to your school work. ____________________________
10. What do you usually do after school? ____________________________
11. Do you have a hobby? _____ What is it? ____________________________
12. What special activities do you take part in at school? ____________________________
13. What is your favorite recreation? ____________________________
14. What is your vocational choice? ____________________________
15. What is your parents' choice for you? ____________________________

Evaluation by Teacher

Pupil ______________________________ Date ____________

School ______________________________ Teacher ____________________________

Grade ________

Check according to your rating of growth during the school year.
1. Not at all; 2. Somewhat; 3. Average; 4. More than average;
5. Exceptional

	1	2	3	4	5
Understanding of self					
a. This student is able to estimate his own strengths and weaknesses realistically.					
b. He feels a sense of personal worth.					
c. To what extent would you describe him as "self-accepting?"					
Love of learning					
d. Does he place too great a value on obtaining high grades?					
e. He seems to have a "need to know."					
f. Does he seem to value learning for its own sake?					
Social conscience					
g. He shows regard for less bright, younger, or otherwise "different" children.					
h. He treats others with respect regardless of their status, color, or creed.					
i. Is he sensitive to the feelings and needs of others?					
Tolerance for ambiguity					
j. Does he seem to feel comfortable with situations which may not have "right" or "wrong" answers?					
k. He is willing to make up his own mind.					
l. He is willing to consider more than one solution to a problem.					
Creative thinking					
m. Originality is frequently characteristic of his ideas.					
n. There is an imaginative quality in his work.					
Quantity and quality of production					
o. Do you consider his intellectual productivity adequate in quantity?					
p. Disregarding the amount of work produced, do you consider it adequate in quality?					
Response to challenge					
q. He seems eager to perform difficult tasks.					
r. He is willing to persevere in a problem situation.					
Use of teacher					
s. He seems to gear his responses to what he thinks is expected.					
t. He seems to feel free to express his own opinions in the teacher-pupil relationship.					
u. Does he use you as a "sounding board" for his own theories?					
v. Does he seek you out for individual inquiry or discussion?					

Appendix C

SUMMARY OF AFFECTIVE DOMAIN OF THE TAXONOMY OF EDUCATIONAL OBJECTIVES

1.0 RECEIVING (ATTENDING)

  1.1 Awareness

  1.2 Willingness to Receive

  1.3 Controlled or Selected Attention

2.0 RESPONDING

  2.1 Acquiescence in Responding

  2.2 Willingness to Respond

  2.3 Satisfaction in Response

3.0 VALUING

  3.1 Acceptance of a Value

  3.2 Preference for a Value

  3.3 Commitment (conviction)

4.0 ORGANIZATION

  4.1 Conceptualization of a Value

  4.2 Organization of a Value System

5.0 CHARACTERIZATION BY A VALUE OR VALUE COMPLEX

  5.1 Generalized Set

  5.2 Characterization

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[1] David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia. Taxonomy of Educational Objectives. Handbook II: Affective Domain. New York: David McKay Co., Inc., 1964, p. 95.

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